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ABSTRACT

This study, mandated by Congress in the Education Amendments of 1974, was designed to produce estimates which describe the goals of compensatory programs, program operating characteristics, and evaluation techniques in use in compensatory programs. For the purpose of the study, the population sample was defined as all operating public school districts with grades in the K-8 range that received ESEA Title I grants or both Title I and State compensatory education grants during 1975-76. The authors caution that although the findings from this survey may suggest evaluative interpretations, the survey was not designed for program evaluation. The following are specific questions which the survey addressed: (1) What is the distribution of program goals by funding source? (2) What is the distribution of program characteristics by goal? (3) What criteria are used to select schools and students to participate in compensatory programs, and how are funding allocations determined? and (4) How are various elements of the program evaluated and what is the correspondence between (a) evaluation emphasis and procedures and (b) program goals? Data were obtained through direct interviews with persons who carry major responsibility for compensatory education programs and through content analysis of secondary sources. The primary set of tables and graphs prepared for this study are appended. (RLV)

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FINAL REPORT

DISTRICT SURVEY I
POLICY RESEARCH CORPORATION ANALYSES

UD018595

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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January 1, 1978

1. Overview

This report is intended to describe the procedures used in collecting and integrating the data which represents District Survey 1 and describe the primary analytic estimation techniques used in obtaining national parameter estimates. Many analyses have been conducted which have been utilized in computer printout form only and, therefore, will not be represented by particular tables. This document has three sections: 1. the description of the survey design, sampling procedure and related data; 2. a description of the procedure used to obtain various national estimates; 3. the primary set of tables and graphs prepared under this contract.

I. STUDY DESIGN

In the Education Amendments of 1974, Congress directed the National Institute of Education to "undertake a thorough evaluation and study of compensatory education programs, including such programs conducted by States and such programs conducted under Title I of the Elementaary and Secondary Education Act of 1965". The full charge appears in Section 821 of Public Law 93-380 which became law on August 21, 1974.

In response to this charge from Congress, NIE has planned several studies bearing on questions that Congress has asked about compensatory education. All these studies were coordinated by NIE and the findings from them were combined into integrated reports to Congress. The law required NIE to make an interim report to Congress by the end of 1976. A final report from NIE is required by the end of September 1978.

An overall description of the total study plan is contained in an NIE document published in December, 1974.* Some changes in the total plan occurred since it was first distributed, but the broad outline and major questions that guide the study remain essentially intact.

The first project to be initiated within the total compensatory education study was referred to in the NIE plan as District Survey I. Stanford Research Institute and the National Opinion Research Center served as contractors to NIE.

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* The National Institute of Education. Research Plan: Compensatory Education Study. Washington, D.C., December 16, 1974.

Survey Purpose

The purpose of the survey was to collect, analyze, and summarize information from sample districts and states so that a clear, explicit, and unbiased description would be provided to Congress and the public about both Federal and State programs of compensatory education. Thus, the survey sought to:

-- Identify and describe the purposes of existing compensatory programs

-- Describe the characteristics of operating programs, including ways in which funding allocations are decided and students are selected for participation

-- Describe how programs are evaluated

The descriptive focus of the survey should be emphasized. Although findings from the survey may suggest evaluative interpretations or lead eventually to recommended changes in policies or procedures, the survey was not designed for program evaluation or compliance audit. The overriding purpose was to develop an objective description of activities undertaken in the name of compensatory education.

Scope, Delimitations, and Definitions

A difficult issue to resolve during early stages of planning for the survey concerned the definitions of compensatory education that would (1) be in harmony with the Congressional mandate, (2) provide explicit direction for defining the population and constructing the frame, and (3) have meaning for respondents when used as the referent during interviews. The need to adopt some conventions became apparent during consideration of the variety of Federal and State programs that are intended for groups with one or more characteristics to be "compensated for" through educational efforts.

The issue was resolved by adopting two definitions, each suited to a particular purpose but compatible with one another. The language of the law, as previously quoted, defines compensatory education programs as "including such programs conducted by States and such programs conducted under Title I of the Elementary and Secondary Education Act of 1965." For purposes of defining the school population of interest, therefore presence of a Title I grant in an operating school district was a sinequa non. (Other features of the frame are discussed in Section II under "Sampling.") In addition, states were contacted to identify those in which some state-funded "compensatory" programs were current and, within those states, districts that were recipients of funds from such sources. The question used to determine whether a state had a state "compensatory education" program was as follows:

"In addition to dispersing any federal funds, does (name of state) provide local school districts with state funds that are specifically designated for educational activities to serve economically poor or educationally disadvantaged pupils? By educationally disadvantaged, we do not mean physically, mentally or emotionally handicapped." The following states in the sample were identified as having such programs: California, Connecticut, Georgia, Massachusetts, Michigan, Minnesota, New York, Ohio, Texas, Virginia and Wisconsin.

In developing the survey instruments, similar questions were asked about Title I and the specific state compensatory programs in the sample districts. However, for teacher interviews no attempt was made to distinguish funding sources as it was thought that teachers might not be familiar with these. However, because the sampling frame identified teachers as either involved in Title I or state compensatory education programs, information from these interviews could be used to describe the universe of Title I and/or state compensatory education programs.

Some additional delimitations in the survey coverage were adopted to keep the scope within the bounds of available resources. These delimitations, which are discussed more explicitly in Section II, included the following:

1. Excluding school districts in Alaska and Hawaii
2. Excluding school districts with enrollment only in in the range above grade 8
3. Excluding nonpublic schools, except that descriptions of activities affecting such schools were requested from district level respondents

Specific Questions Guiding Survey Design

The following are specific questions that NIE has asked the survey to address. Comments following each question are intended to clarify the rationale for the question or delimitations that condition the scope or form of survey questions.

Goals

What is the distribution of program goals, by funding source, at two or three levels of generality?

Evidence regarding program goals were derived from information about resource allocations and reported emphases in program activities. Such data was assembled from two general sources: (1) interviews with persons responsible for program planning and implementation at state, local district, and school levels and (2) content analyses of published guidelines, budgets, reports, and grant applications obtained from state and local sources.

In general, program goals and objectives were inferred from evidence regarding concentrations of attention and effort. A few open-ended questions regarding program goals were asked of responsible officials at state and district levels, including principals. No other direct questions were used regarding program goals.

Program Operating Characteristics

What is the distribution of program characteristics by goal, at two or three levels of generality?

As posed by NIE, this general question included a number of subquestions. One concerns the distribution of effort and participation in instructional activities (particularly reading and mathematics) and supporting services (e.g., health services, counseling). Several specific questions were of interest regarding instructional activities, such as types of instructional techniques that are employed and the extent to which instruction is individualized. This latter point -- individualization of instruction -- was a major theme in the entire compensatory education study and one to which District Survey I contributed. Examples of questions regarding individualization that the survey included are: (1) existence of stated performance objectives, (2) means for diagnosing instructional needs, (3) relevance of instruction to diagnoses, (4) use of progress and mastery tests, and (5) student self-pacing.

Other instructional operating characteristics of specific interest to NIE include the following:

1. The means for, and extent of, coordination between compensatory and regular instructional activities.
2. The context within which instruction occurs (e.g., when and where instruction occurs, nature of instructional groupings, time spent per child per activity)
3. The existence of bilingual activities
4. Kinds and extent of in-service training for staff

The distribution of expenditures for compensatory education was of central interest, both as a program operating characteristic and as evidence from which to infer program goals and priorities. Information regarding expenditures was sought with reference to (1) salaries for instructional staff categories,

(2) salaries for personnel involved in supporting services and functions, and (3) expenditures for overhead and administrative costs. Other budget categories also were examined as part of the description of district characteristics. Budget and expenditure information were derived largely from analyses of secondary sources (e.g., financial reports) as opposed to direct interviews.

Allocation and Eligibility Criteria

> What criteria are used to select schools and students to participate in compensatory programs and how are funding allocations determined?

The issues implied by this compound question were relevant in varying degree at district and school levels. Two policy and procedure areas were of interest: (1) those that influence allocations of program funds to schools within districts, and (2) those that apply to the identification of students for participation within districts and schools.

Several particular questions were implied:

1. From the district, identification of (a) amount of special funds and proportion of total funding represented by these special funds and (b) numbers and proportions of schools and students affected according to grade level
2. From both district and school, identification of (a) measures and cutting scores used to identify eligible schools (e.g., AFDC, family income), (b) number of schools eligible and number receiving funds including, (c) characteristics of both eligible and funded schools (e.g., socio-economic and demographic features of attendance areas)
3. From schools, with reference to students, identification of (a) measures used and criteria applied in identifying eligible students and selecting among them, (b) numbers and other characteristics of students identified as eligible and selected for participation.

Evaluation

How are various elements of the program evaluated and what is the correspondence between (1) evaluation emphases and procedures and (2) program goals?

NIE's initial casting of the evaluation questions of interest were directed exclusively to measures of outcome. Specific points of interest regarding evaluation include the following:

1. Identity of program activities that are evaluated (e.g., reading, mathematics)
2. Outcome measures used (e.g., specific tests, other measures of skill or achievement)
3. Testing frequencies and grade levels involved
4. Methods of reporting test scores
5. Frequency and accessibility of evaluation results
6. Summaries of results when available from secondary sources

As noted, the above questions refer largely to measures of student outcome. Some compensatory program activities were difficult to assess in these terms; for example, the effectiveness of efforts to increase the participation and involvement of parents in instructional activities. Thus, some limited questioning was also directed toward identifying how evaluation is performed for activities whose impact on student achievement may be indirect or nonexistant.

Analytic Questions of Interest

NIE identified a variety of issues to be addressed in the analyses of compensatory education program purposes, operating characteristics, and methods of evaluation. Major ones are summarized below.

Program Coherence

The question of internal consistency and rationality within programs was one of considerable interest to NIE. To pursue this interest, the analyses examined information about consonance between stated purposes and program activities and, among persons with differing responsibilities for the program, consistency among them in their perceptions of program activities and purposes. Specific sections of the teacher and principal instruments dealt directly with indicators of consistency within specific school environments. In addition, the consistency between views reported by district level respondents and building principals were examined.

Other indicators of program coherence were found in planning processes (e.g., timing, involvement, monitoring) and in budget formulation (e.g., correspondence between program efforts and expenditure patterns).

State-District Relationships

In every state, procedures that districts must follow in the preparation and submission for approval of ESEA Title I grant applications are affected by state department requirements. Furthermore, state department policies influence the operation of programs and their evaluation. Program monitoring and the feedback of monitoring and evaluation information also vary from state to state. An issue of interest to the study was the influence of state and district policies on one another.

In several states in the sample, the relationship between state and district is further complicated by the presence of a state-funded compensatory education program in addition to federally-funded programs for which the state has some responsibility. Variations among these states, as well as between these states and those without state-funded compensatory programs, was a matter of specific interest in the analyses.

Appropriateness of Instructional Procedures

NIE was interested in the extent to which instructional procedures reported as characteristic of compensatory programs appeared to be consistent with research evidence regarding successful procedures.

It was not an objective of District Survey I to assess the appropriateness of reported instructional practices against criteria of research evidence. However, information obtained through the survey about instructional practices provided primary input to such assessments as may be made. The survey instruments, therefore, contained questions designed to elicit specific information about instructional practices, and, in particular, those practices intended to increase individualization.

SECTION II: METHODOLOGY

Data was obtained through (1) direct interviews with persons who carry major responsibilities for compensatory education programs at state, district, and school levels and (2) content analyses of secondary sources. In this section, we describe the following:

1. Types and numbers of respondents
2. Procedures for selecting sample districts and individuals for personal interviews
3. Methods of data collection, including development and refinement of instruments
4. Plans for organizing and managing data files

Types and Numbers of Respondents

Table 1 provides a summary of the number of interviews at state, district, and school levels across the full sample of districts. As may be seen from Table 1, most categories of respondents may be defined with little ambiguity according to the positions they hold. Titles, of course, vary from place to place; for example, "Director of ESEA Title I," "Director of Federal/State Programs," and "Coordinator of Compensatory Programs" are titles found frequently in district staff listings. Organization charts and staff listings were obtained from most states and districts to guide the identification of "best informed sources".

Table 1

NUMBER OF INTERVIEWS ACCORDING TO CATEGORIES OF RESPONDENTS

	Number Interviews	
Respondents *	Per District Average	Total Sample
State Level		
Director of Compensatory Education	--	34
Chief State School Officer	--	34
Other informed staff as necessary or appropriate (e.g., Director of Research/Evaluation, Director of Finance, Program Specialists)	--	50±
District Level		
Superintendent or Assistant	1	101
Chairperson, Citizens Advisory Board	1	101
Director of Compensatory Education	1	101
Program Specialists	1 - 2	150±
Finance Officer	1	101
School Level		
Principal	5±	500
Teachers ("homeroom" sample)	17±	1,750
Teachers ("provider" sample)	17±	1,750
Chairperson, Citizens Advisory Board	4±	400
Total Interviews		5,070+

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* A total of 102 districts in 34 states was drawn. Four districts were not used. Thus, the available totals are 98 districts and 34 states.

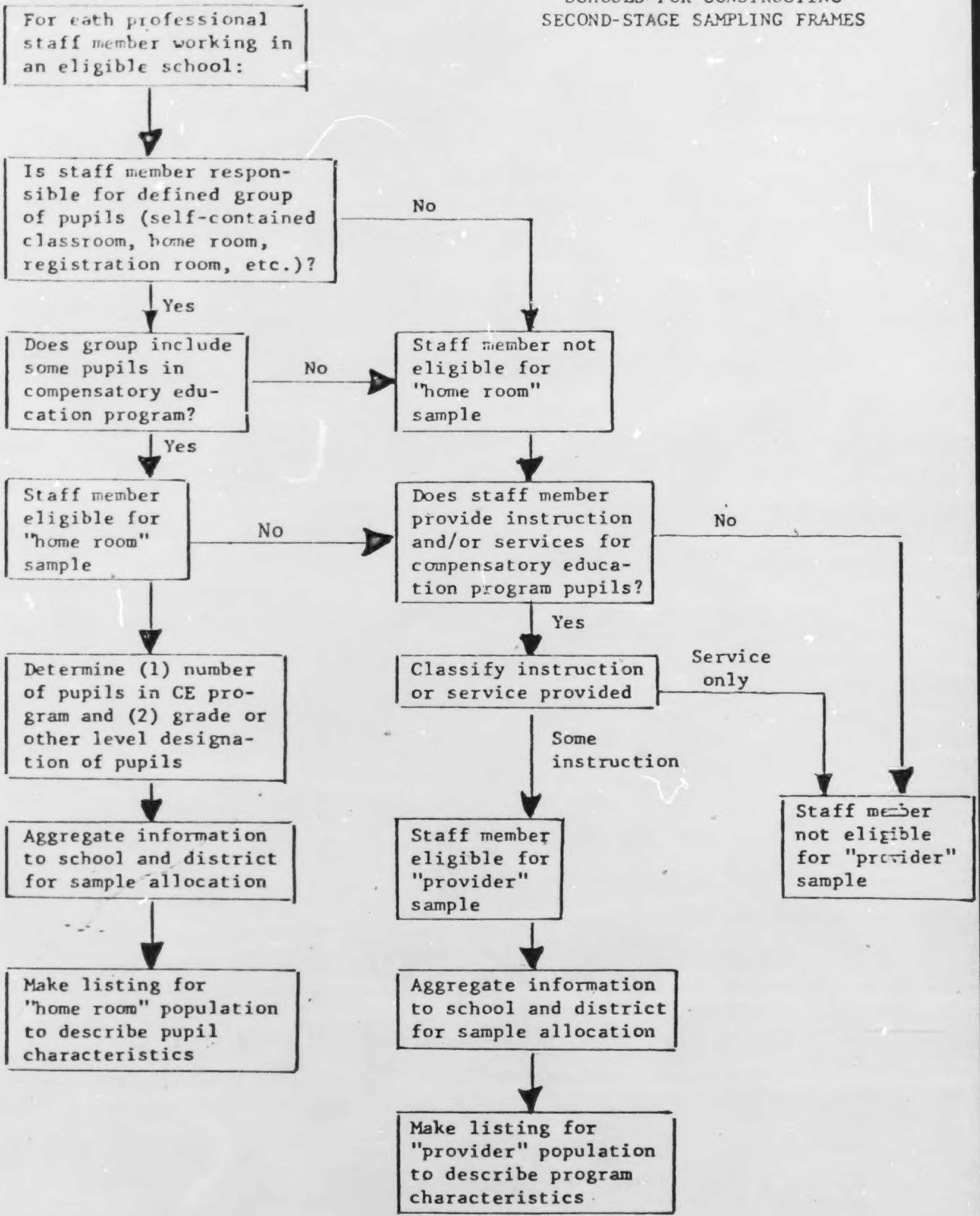
The two teacher categories shown in Table I call for comment. Considerable effort was required to develop listings of teachers in sample districts from which two independent samples could be drawn. One teacher sample was called the "homeroom" sample. Teachers in this set are ones who have a "registration" or "pupil accounting" responsibility for pupils participating in compensatory education programs. A common example is a regular teacher in an elementary school who has a self-contained classroom from which some pupils are drawn for participation in an activity of the compensatory education program. It was necessary to identify one-to-one relationships between pupils and teachers so that no two teachers, when asked to describe pupil characteristics, would refer to the same pupil. The homeroom sample provided a safeguard against duplicated counting so that inferences to population characteristics of pupils participating in compensatory education programs were not distorted.

The second teacher sample was called the "provider" sample to denote staff who provide instruction to pupils participating in the compensatory education program. Teachers in the provider sample were asked questions about the operating characteristics of compensatory education programs.

Figure 1 illustrates how school staff were classified to define membership in either the homeroom or provider populations or both. It should be apparent that a teacher may be eligible for both samples.

Figure 1

CLASSIFICATION OF STAFF IN ELIGIBLE SCHOOLS FOR CONSTRUCTING SECOND-STAGE SAMPLING FRAMES


For each professional staff member working in an eligible school:
Is staff member responsible for defined group of pupils (self-contained classroom, home room, registration room, etc.)?
No
Yes
Does group include some pupils in compensatory education program?
No
Staff member not eligible for "home room" sample
Yes
Staff member eligible for "home room" sample
No
Does staff member provide instruction and/or services for compensatory education program pupils?
No
Yes
Determine (1) number of pupils in CE program and (2) grade or other level designation of pupils
Classify instruction or service provided
Service only
Some instruction
Aggregate information to school and district for sample allocation
Staff member eligible for "provider" sample
Staff member not eligible for "provider" sample
Make listing for "home room" population to describe pupil characteristics
Aggregate information to school and district for sample allocation
Make listing for "provider" population to describe program characteristics

Sample Design and Selection

This study was designed to produce estimates which describe the goals of compensatory education programs, program operating characteristics, and evaluation techniques currently in use. The population sampled was defined as all operating public school districts in the contiguous states with grades in the range K-8 that received ESEA Title I grants or both Title I and state compensatory education grants during 1975-76. The basic units of analysis are the district, the school, the teachers and students. Parameters to be estimated were defined either on the basis of means and totals per analytical unit or as weighted by some associated characteristic (usually numbers of students). A number of parameters were defined in such a way that each district received equal weight; others weighted district variables on the basis of number of students.

Estimates were developed for the entire population as well as for subclasses defined by:

1. Geographic region
2. District size
3. Location (urban-rural)
4. Relative and absolute levels of funding
5. Existence of state compensatory programs

First Stage Frame Construction

On the basis of the previously described survey goals and characteristics, the school district was both an obvious and natural choice as the primary sampling unit (PSU). The sampling frame of districts was developed from the Office of Education's ELSEGIS file as follows:

Total operating districts Fall 1973	16,338
Alaska and Hawaii	- 33
Districts outside Alaska with no grades in range K-8 (9-12 plus Other)	- 852
Districts with no Title I or state compensatory program grants if not previously omitted*	- 1,564
Total districts in sampling frame	13,889

For all districts in the sampling frame, the following specific information was developed:

1. State and region (4)
2. Title I funding
3. State compensatory education (CE) funding
4. Enrolled students all grades pre-kindergarten through 12
5. Estimated enrollment in the K-8 grade range
6. District location within or outside SMSA

Major Stratification

Given the survey goals and characteristics, it was decided to create 24 major strata, on the basis of three dimensions (variables) as follows:

1. Enrollment (total district), three categories, cut points at 33.3 and 66.6 percentiles:

   Category 1 - LOWEST THIRD: enrollment less than 4,359
   Category 2 - MIDDLE THIRD: enrollment from 4,359 through 17,628
   Category 3 - HIGHEST THIRD: enrollment above 17,628

2. Region, four categories, Census definitions:

   NORTHEAST
   SOUTH
   NORTH CENTRAL
   WEST

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* This information was developed from lists obtained from Office of Education, Division of Education for the Disadvantaged, and from individual states.

3. Presence of state CE program (grant) for district, two categories:

DISTRICT HAS STATE CE GRANT (CE)
DISTRICT DOES NOT HAVE STATE CE GRANT (NOCE)

Allocation of Primary Selection to Strata

The general study design specified the selection of 102 sample districts. Given the need to produce survey estimates for a number of different analytical units (e.g., districts, teachers, students), a number of serious questions arose concerning the allocation of these 102 primary selections to the various strata.

The most crucial question that arose in the formulation of the basic allocation strategy stemmed from the requirement that this survey must be capable of producing estimates on both a per pupil and per district basis. The "optimal" sampling allocations required by each of these two types of estimates are quite dissimilar. In fact, they are in serious conflict.

If we restricted ourselves to estimates computed on a per district basis, the optimal allocation strategy would be equal probability sampling (EPSEM) of districts within strata (i.e., proportionate allocation on the basis of districts). Thus, the number of selections within each strata would be proportional to the number of districts within each strata. For example, the eight strata associated with districts in the enrollment size class "17,629 and above" contain a total of 284 districts. This represents 2.0% of all districts in the frame (total districts in frame = 13,889). Under the proportionate-by-district allocation strategy, these eight strata would yield only two or three sample selections.

If, on the other hand, we restricted ourselves to the production of estimates computed on a per pupil basis, the optimal strategy would be a selection of districts with probabilities proportional to estimated district enrollment (i.e., probabilities proportional to size or PPS). Under the basic stratification scheme we have used, this strategy would produce approximately 34 selections within each of the three groups of eight strata (each group representing about one-third of the total enrollment). It should be noted that this procedure would not, however, carry out the selection of districts within strata with equal probability. Sampling with probabilities proportional to size (PPS) would select a disproportionately larger number of "larger" districts within each of the 24 strata. This PPS procedure would require within strata weighting of districts for the computation of per district means, proportions, and totals.

The allocation scheme described by Table 2 represented a compromise between the two dissimilar "univariate-optimal" strategies. Allocation of one-third of the total sample (34 districts) to each of the size categories (eight strata per category) followed the strategy suggested by optimal allocation for per pupil estimates. The decision to employ equal probability selection of districts within each size category (exactly equal within each of the eight strata per size category, approximately equal among the various strata in each size category) followed the optimal strategy for the production of per pupil estimates. The actual variance trade-offs are shown in Appendix A.

Selection Process within Major Strata

The actual selection procedure employed in each of the 24 major strata was designed to:

1. Assure approximately proportionate allocation of districts with respect to location within SMSA- NON SMSA.
2. Assure sufficiently diverse allocation with respect to state.
3. Assure sufficient internal replication for the valid estimation of sampling errors.

As indicated in Table 2, the allocation of primary selections to major strata was accomplished in multiples of two. This constraint was adopted so that each of the 24 strata could be sub-divided into sub-strata, such that each sub-strata yielded exactly two selctions. Within each major strata all districts were first sorted on the basis of location within or outside SMSA. Within each of these two categories, districts were ordered on the basis of estimated number of K-8 students. Letting N_h denote the number of districts within the h^{th} major strata and n_h denote the number of selections to be made from the h^{th} major strata, a total of $Z_n=n_n/2$ "zones" were formed. Each zone was of size N_h/Z_h. Within each sequentially defined zone, two independent random numbers were selected. These random numbers were used to select districts.

This procedure produces a selection of n_h districts within the h^{th} major stratum. The probability of selection for all districts within the h^{th} major stratum is n_h/N_h (i.e., a constant within each major stratum). There are two independent "replicates" within each zone, assuring that valid estimates of sampling errors may be computed.

Second Stage Design

Selection of Teachers and Principals within Districts

As discussed at length in the preceding subsection, probabilities of selection for districts were chosen as a compromise between the extremes of equal probability (EPSEM) and the probabilities proportional

Table 2

TITLE I DISTRICTS BY SIZE, REGION, AND STATE COMPENSATORY EDUCATION GRANT

	Lowest Third			Middle Third			Highest Third			
Region	NOCE	CE	Total	NOCE	CE	Total	NOCE	CE	Total	N
Northeast	939	1279	2218	84	384	468	6	18	24	
	7.8%	10.7%	18.6%	4.9%	22.4%	27.3%	2.1%	6.3%	8.4%	
	(2.7)	(3.6)	(6.3)	(1.7)	(7.6)	(9.3)	(0.7)	(2.1)	(2.9)	(18.7)
	4	4	8	2	8	10	2	4	6	24
South	2626	209	2835	438	102	540	97	28	125	
	22.0%	1.7%	23.8%	25.5%	5.9%	31.5%	34.1%	9.8%	44.0%	
	(7.5)	(0.6)	(8.1)	(8.7)	(2.0)	(10.7)	(11.6)	(3.3)	(15.0)	(33.9)
	6	2	8	8	2	10	8	2	10	28
North Central	4445	422	4867	304	116	420	44	19	63	
	37.3%	3.5%	40.9%	17.7%	6.7%	24.5%	15.4%	6.6%	22.1%	
	(12.7)	(1.2)	(13.9)	(6.0)	(2.3)	(8.3)	(5.2)	(2.2)	(7.5)	(29.3)
	10	2	12	4	2	6	6	4	10	28
West	1327	644	1971	106	180	286	18	54	72	
	11.1%	5.4%	16.5%	6.1%	10.5%	16.6%	6.3%	19.0%	25.3%	
	(3.8)	(1.8)	(5.6)	(2.1)	(3.6)	(5.6)	(2.1)	(6.5)	(8.6)	(20.0)
	4	2	6	4	4	8	2	6	8	22
All Regions	9337	2554	11891	932	782	1714	165	119	284	
	78.5%	21.4%	100%	54.3%	45.6%	100%	58.0%	41.9%	100%	
	(26.7)	(7.3)	(34)	(18.5)	(15.5)	(34)	(19.8)	(14.2)	(34)	(102)
	24	10	34	18	16	34	18	16	34	102
Mean Enrollment			1133			7843			48433	
S.D. Enrollment			1063			3126			77588	

First Entry: Number of Districts in the Stratum
Second Entry: Percent of all Districts in Size Class
Third Entry: Expected Sample Size if 34 Cases within each Size Class -- Proportionate by Number of Districts
Fourth Entry: Sample Allocation

Note: NOCE = Title I grant but no state-funded compensatory education grant in district
CE = Both Title I and state grants in district

to size (PPS) sampling. This compromise was necessitated by the fact that survey estimates were desired on both a per district and a per pupil basis. The sampling procedures used in the selection of homeroom teachers, compensatory education (CE), provider teachers, and principals is described below. (The definitions of homeroom and provider teachers were illustrated in Figure 1.)

Selection of Homeroom Teachers

Information about CE students was collected from a sample of homeroom teachers. These homeroom teachers provided information about all CE students within their homerooms, and overall estimates were developed on the basis of all CE students in all districts (e.g., the proportion of CE students who have a specified attribute). In a census situation, each CE student would receive equal weight.

Since we were interested in CE students only, the population of second stage sampling units was defined as all homeroom teachers who have one or more CE students in their homeroom. Each homeroom teacher in this population provided data for a "cluster" of CE students.

In the absence of definitive information relating to homogeneity within cluster, the optimal overall sampling procedure called for the selection of homeroom teachers with probabilities proportional to the number of CE students within their homerooms. If there had been no first stage selection of districts, this would imply that the expected number of homeroom teachers selected per district would be proportional to the number of CE students per district. Since districts have been selected, in a first stage, with disproportionate probabilities, the required sampling of teachers within sample districts was accomplished with probabilities inversely proportional to f_{1i}, where f_{1i} is the first stage probability of selection for the homeroom teachers' district.

This yielded a sample of homeroom teachers whose overall selection probabilities were proportionate to the number of CE students within each homeroom.

Thus, letting

k = a constant

f_{1i} = probability of selection for i^{th} district

$CESTU_i$ = Number of CE students in i^{th} district

$CESTU_{ij}$ = Number of CE students in the j^{th} homeroom of the i^{th} district*

The second stage of selection of homerooms was accomplished with probabilities,

$$f_{2ii} = k \frac{CESTU_{ij}}{f_{1i}}.$$

The overall probability of selection for homeroom teachers was Pr (Homeroom ij) $= f_{1i} \times k \frac{CESTU_{ij}}{f_{1i}} = k\, CESTU_{ij}.$

The expected number of homerooms selected in the i^{th} sample district was proportional to $CESTU_i/f_i$. The selection of homerooms was accomplished by obtaining information $CESTU_{ij}$ for all homerooms in all sample districts. We introduced a constraint that assured the selection of at least one homeroom teacher per sample district. The total selected sample size was approximately 1750.

Selection of Providers

Information collected from CE providers was used to produce estimates on a per provider basis (e.g., proportion of all CE providers who deliver a specific instructional service). Lacking specific information regarding within school and district homogeneity, the optimal sampling strategy required the selection of providers with equal overall probability. Since in the first stage of selection districts received unequal probabilities f_{1i}, the within district selection of providers was accomplished with probabilities proportional to $1/f_{1i}$. Letting $PROV_i$ denote the number of providers in the i^{th} sample district, the expected number of selected providers in the i^{th} district was proportional to $PROV_i/f_{1i}$.

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*Note $\sum_j CESTU_{ij} = CESTU_i$

As was the case with homeroom teachers, we modified the sampling procedures to assure the selection of at least one provider per sample district. The actual selection was accomplished by obtaining the names of all providers in all sample districts. A total of approximately 1750 providers was selected.

Selection of Principals

Information from principals was used to obtain within district estimates which were, in turn, used to develop overall per district estimates, such as numbers and categories of pupils, program operating characteristics, and evaluation procedures. Assuming we were conducting a census, each CE principal* would receive equal weight in the development of individual district parameters. In turn, each district would be given equal weight in the development of the overall districts parameter.

Given the disproportional sampling rates used in the selection of districts, our overall district estimates were developed as:

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* Principals of schools with 10 or more CE students.

$$\bar{y} = \sum \bar{y}_i / f_{1i} / \sum {}^{1}/f_{1i}$$

Where $\bar{y}_i$ is the mean for sample principals within the i^{th} district and f_{1i} is the first stage probability associated with the i^{th} district.

As this formula illustrates, data from smaller districts (i.e., those with smaller f_{1i}'s) received higher weights. In order to determine the optimal allocation of principal interviews to districts, we made assumptions about the within district variability associated with the district estimate $\bar{y}_i$. If within district variability were constant across all districts, the selection of an equal number of principals from each district would be indicated. If, on the other hand, the variability of principal information within district is positively associated with district size, the selection of a larger number of principals within larger districts would be more statistically efficient. We believed this latter situation applied to the vast majority of principal information to be collected in this study. Thus, we allocated principal interviews in proportion to CE* principals per district, with a constraint of a minimum of one CE principal per district.

Instrumentation

Interview Schedules

Five levels of education personnel were respondents--state department of education staff, district (LEA) staff, school principals, teachers, and parent advisory councils at both district and school levels. Although some questions were only asked of particular types of respondents, the general approach used in constructing the interview schedules was to seek information on specific aspects of compensatory educational activities across all levels of respondent.

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*This was modified to be proportional to the square root of the number of CE principals.

The topics which the instruments were intended to query over all levels of respondent were limited to the compensatory education program activity occurring under distinct funding sources, i.e., ESEA Title I monies, aggregate state monies designated for compensatory education. The topics covered under each such funding program were:

1. The instructional content areas
2. The occurrence of and relevant adaptations to bilingual pupils
3. Eligibility characteristics used to determine participation
4. The extent of pre/in-service training
5. The nature of planning activities
6. The nature of pupil exposure to the instructional activities
7. The extent and type of individualized instruction in reading and mathematics programs
8. The nature of program evaluation activities
9. The extent of parent involvement in program activities
10. The perception of respondents of the strength and weaknesses of Title I activities
11. Relevant respondent characteristics, primarily educational training and work history

There are three populations about which inferences can be made: (1) districts (LEA's) receiving Title I funds, (2) pupils participating in compensatory education, and (3) persons who provide compensatory education instruction.

The data collected from state level respondents provided a basis for examining the effects of various activities and restrictions occurring at state departments of education on district compensatory education programs. Thus, the primary purpose of the state level instrument was to discover policies and procedures within which districts must function. Estimation of particular district population parameters can therefore be conditioned on state characteristics when desired.

Data gathered from district staff can be used directly in estimating population values. Data were collected from a sample of principals within districts, via the principal questionnaire, to construct an alternate measure of district characteristics for use in estimating district population parameters. Also, the principal instrument yielded information which can be used to condition parameters estimated for the pupil and provider populations.

Teachers were sampled either as members of the provider population or as homeroom teachers of compensatory education pupils and therefore informants on the population of compensatory education pupils. Data from teachers can be used directly to make inferences about the two populations. (See earlier parts of Section II for a clarification of the problem of teacher classification prior to sampling.)

Compensatory education program information was obtained from all respondents at the state, district, and school levels in terms of funding source, i.e., Title I and state. Equivalent questions were asked for each such program. In addition to funding source, information also was gathered for instructional areas within funding sources. Equivalent questions were asked for each area of instruction.

Both principals and homeroom teachers who had compensatory education pupils were asked equivalent questions about the number of pupils, amount of instruction and pupil characteristics for those pupils in compensatory education activities.

Secondary Data

Data on compensatory education program goals, planning activities, operating and management characteristics, and evaluation techniques were collected by direct interviews with state, district, and school level respondents. In addition, data obtained indirectly through secondary sources included the following with reference to district and school levels:

1. Demographic and SES characteristics
2. Fiscal data
   a. revenue by source
   b. expenditure by type
3. Staffing by categories (e.g., professional, nonprofessional, instructional, noninstructional, grade level) and by type (e.g., regular instruction, compensatory education, regular term, summer session)
4. Student membership in public and nonpublic schools in the districts by minority status, grade level and participation in special programs (federal, state or local) during regular school term and during summer session
5. Pupil population group (i.e., disadvantaged, migrant, neglected, delinquent, handicapped) in public and nonpublic schools and participation in regular and special programs
6. Compensatory education program evaluation results

The arguments behind the collection of these data indirectly from secondary sources rather than directly by interview approach or by self-administered questionnaire technique were many and complex. The primary consideration was respondent burden and reliability of data. Those individuals at district and school levels who are best equipped to supply the desired data were also included in the interview sample. Since the interviews were expected generally to take an hour or more, additional questions pertaining to data categories listed above (whether asked through interview approach or self-administered questionnaires) would substantially increase respondent burden. Secondly, the CPIR experience informed us that the reliability of data becomes a major problem if self-administered questionnaire techniques are used in collecting the kinds of data in question.

These issues, in addition to a host of technical and procedural difficulties, were convincing arguments against the use of direct survey approaches in collecting student enrollment, compensatory education program, and fiscal data at district and school levels. However, such approaches were used to a limited extent to solve missing data problems.

Secondary Data Sources

Secondary source data for the district and school fact sheets were obtained primarily from (1) reports and documents from the sample districts and (2) NCES data tapes.

District demographic and SES data were obtained primarily from the NCES 1970 Census School District Data Tape (SDDT) and Census/ELSEGIS tapes. These tapes contain fourth count (Population) census data organized by school district in addition to conventional descriptive data such as type of district, enrollment, SMSA/non-SMSA and number of administrative units. Preliminary contact with sample districts confirmed our initial judgment that these tapes contain the most detailed and comprehensive demographic and SES data available for the majority of sample districts.

Data describing fiscal characteristics, staffing patterns, pupil population characteristics, and evaluation results were typically available in reports and documents that we obtained from the sample districts. For example, revenue and expenditure data were extracted from district budget and expenditure reports for school year 1974-75, budget reports for the current school year, and other documents that may be more program specific.

The primary source for district-wide staffing patterns was the Elementary and Secondary School Civil Rights Survey administered by the Office for Civil Rights. Staffing for compensatory programs was obtained from the respective compensatory education program-related documents (evaluations and applications).

District data relating to pupil population characteristics was gathered from the School Civil Rights Survey and the Title I Grant Application. Data relating to participation in specific compensatory programs was taken from the respective program documents.

The secondary source documents generally fall into one of three categories: (1) those produced by the districts for planning and management, (2) those produced for the State Department of Education, and (3) those produced for various agencies of the federal government to comply with the legal requirements. While the availability and quality of documents in the first two categories vary substantially from state to state and even from district to district within states, availability and quantity are not so varied for documents in the third category. The only compensatory education program documents that we consistently obtained from most districts in the sample are the annual Title I applications and evaluation reports. Over the past several years, these documents have become increasingly standardized. These sources yielded the following types of data for Title I programs:

1. Pupil participation by grade level, instructional and service area, ethnic group, and disadvantaging condition
2. Staff, by assignment and by participation in in-service training
3. Fiscal information
4. Assessment of student needs and development of program objectives
5. Parent involvement and advisory council activities
6. Evaluation of program effectiveness

Information about nonpublic school pupils and summer programs typically is included in the reports. When data for these components were reportedly separately, additional reports were collected when available. Applications and reports for other federal, state, or local compensatory education programs also were collected. However, the descriptions of program activities contained in these documents varied from program to program.

Procedures for the Collection of Secondary Data

The collection of secondary data was formalized through the use of data recording instruments that we have referred to as district and school information sheets. These are highly structured response forms that were completed for each district and school in the sample.

Preliminary drafts of these forms were reviewed in August by NIE, NORC, and SRI. Subsequently, they were subjected to several revisions. These revisions have been based on reviews of secondary source documents that were obtained from the sample districts. Selected sections of the instruments were also tried out locally in districts that were not in the survey sample and the results of these try-outs were incorporated in the revisions.

The final form of the secondary source documents consisted of three booklets. Booklet I contained information on the overall district financial status and enrollment statistics, including program expenditures. Booklet II contained program and budget information on both the Title I and State CE programs. Booklets I and II were at the district level. The school-level booklet contained information for each school on staff and student counts, by grade and race.

Index of Instrument Content

The matrix presented in Table 3 describes the instruments in terms of the questions used to assess particular variables across respondents. Columns denote instruments. Rows denote variables or classes of variables, or more broadly, information categories. Cell entries identify sections or questions within instruments.

Table 3

DATA MATRIX INDEXING VARIABLES TO LEVELS AND INSTRUMENTS

	State Level			District Level		
Variables	State Program	Title I Program	General	State Program	State Program (non-pub.)	Title I Program
Eligibility/Participation Rules	21,23	3,5		47,50-1	54,56	4,7,8,
Number Eligible/ Participating	22,25	4,7		48-49	52,55	5,6
State Policies	20,24,26-8	2,6,8,9	30			
Latitude/Coordination	27	9	30			
Student Characteristics						
Location/Resources					59	
Schedule	26	8			58	
Attendance/Enrollment						
Bilingual Activities						
Pre/In-Service Training			40-1			
Planning	29	10		61-73		18-29
Evaluation	31-8	11-18		74-89		30-45
Program						
Staff (meetings/ characteristics)				60	57	17
Content Area	19	1	39	2	52-3	1
Pupil Grouping						
Parent Involvement, PAC/Membership	28					
Goals						3
Reading/Mathematics Individualization						
Performance Objectives						
Measurements						
Techniques						
Strengths/Weaknesses of Title I		42-3				
Management of Title I		44-5				
Role of the Respondent						
Respondent Characteristics			46-9			

Table 3 (Continued)

DATA MATRIX INDEXING VARIABLES TO LEVELS AND INSTRUMENTS

	District Level				School and District Level
Variable	Title I Program (non-pub.)	Sample School	General	Instructional Area	Parent Advisory Committee
Eligibility/Participation Rules	11,13			2	
Number Eligible/ Participating	9,12	92		3,4	
State Policies					
Latitude/Coordination		95		20,21	
Student Characteristics					
Location/Resources	16	94-5,100		10,16	
Schedule	15	93		1,9,11	30
Attendance/Enrollment					
Bilingual Activities				5-8	
Pre/In-Service Training			104-7		3-7, 9-13
Planning					23-29
Evaluation					31-33
Program					
Staff (meetings/ characteristics	14		108		
Content Area	9,10	90-1		I-C	1
Pupil Grouping		96-8		12-14	
Parent Involvement PAC/Membership		99		15	2,8,14, 15-22
Goals					34
Reading/Mathematics Individualization					
Performance Objectives		102		18	
Measurements		103		19	
Techniques		101		17	
Strengths/Weaknesses of Title 1			109-10		35-36
Management of Title I			111		37-38
Role of the Respondent					
Respondent Characteristics			112-17		39-42

Table 3 (Continued)

DATA MATRIX INDEXING VARIABLES TO LEVELS AND INSTRUMENTS

	School Principal				
Variables	State Program	Title I Program	Sample Teacher	General	Instructional Area
Eligibility/Participation Rules	49,52	7,10			
Number Eligible/ Participating	50,51	8,9			
State Policies					
Latitude/Coordination					
Student Characteristics			93		
Location/Resources			97,99,101-2		9,15
Schedule			89-90, 94-5,98		1,8,10,19
Attendance/Enrollment					
Bilingual Activities					4-7
Pre/In-Service Training				117-20	
Planning	53-63	11-21			
Evaluation	65-88	23-46			
Program					
Staff (meetings/ characteristics)	48	6	96	3,115-6	2
Content Area	2	1			I-C
Pupil Grouping			91-2		11-13
Parent Involvement, PAC/Membership	64	22	100		14
Goals	47	5			
Reading/Mathematics Individualization					
Performance Objectives			107-8		17
Measurements			109,112-4		18
Techniques			103-6,108, 110-111		16
Strengths/Weaknesses of Title I				121-2	
Management of Title I				123-5	
Role of the Respondent					
Respondent Characteristics				126-30	

Table 3 (Continued)

DATA MATRIX INDEXING VARIABLES TO LEVELS AND INSTRUMENTS

Variable	Teacher Provider	Homeroom Teacher	
	General	General	Instructional Area
Eligibility/Participation Rules			
Number Eligible/ Participating			
State Policies			
Latitude/Coordination	64,69	31	
Student Characteristics	9-10	2-3	
Location/Resources	26,30,32-3		4
Schedule	18-9,27		2-3,5
Attendance/Enrollment	12-14, 17	4-6,16-18 ROSTER	
Bilingual Activities	20-25	8-13	
Pre/In-Service Training	52-57	19-24	
Planning	58-61	25-28	
Evaluation	45-50		
Program			
Staff (meetings/ characteristics)	16,29,51 62-63	7,29,30, 14	1
Content Area	2,15,51		
Pupil Grouping	8,28		
Parent Involvement PAC/Membership	31		
Goals			
Reading/Mathematics Individualization			
Performance Objectives	38-9		
Measurements	40, 43-4		
Techniques	34-7,41-2		
Strengths/Weaknesses of Title I	65-6	32-3	
Management of Title I	67-8	34-5	
Role of the Respondent	1,3-7	1	
Respondent Characteristics	70-7	36-42	

Data Collection Procedures

Relationships with States, Districts, and Schools

In early September, 1975, a personalized information letter from NIE was sent to chief state school officers in each of the states from which sample districts had been selected. This letter included a brief non-technical summary of the survey plan. The letter also indicated that a representative of Stanford Research Institute would contact the state superintendent's office shortly to identify sample districts within their states and to establish what person or office within the state department should be the official contact point for continuing communication.

Follow-up calls by SRI established a formal communication link between each state with a sample district and SRI as the prime contractor for the survey. During this or subsequent calls, background information was obtained about the state-level organization and program. Each state was requested to forward copies of reports or other documents to SRI that would amplify general information gathered through conversations. Also, each state contact person was asked to inform superintendents in sample districts that they had been selected as part of the survey sample and to advise them to anticipate future contacts with SRI personnel.

Contacts with sample districts were initiated by SRI once it was known that state personnel had communicated with each sample district. The pattern of contacts paralleled that followed at the state. Initial contacts were directed to district superintendents who, in turn, identified persons or offices through whom subsequent district contacts should occur.

Each district provided information to SRI regarding the identity of schools within their districts in which compensatory education programs are operating. These data permitted first approximations of the numbers of pupils and teachers participating in the compensatory program, as "program" was defined locally.

Once relationships with sample districts were established, information was obtained regarding the identity of the teachers within each school who should be considered as eligible for interviewing as part of the "homeroom" population, "provider" population, or both. (See the discussion of second-stage sampling for the uses to which these data can be put.)

Pretest and Revisions

A total of 34 pilot interviews were conducted in Caddo Hills and Little Rock, Arkansas and in Johnston and Providence, Rhode Island, between September 22nd and October 1st, 1975. A breakdown of the interviews is as follows:

Questionnaire Type	Number of Questionnaires	Number of Respondents
State	2	3
District	4	7
Parent Advisory Council	4	4
Principal	7	7
Homeroom Teacher	7	7
Provider Teacher	8	8
Combination Homeroom and Provider	2	2
Total	34	38

The number of state and district respondents is greater than the number of questionnaires administered because parts of a questionnaire were administered to different respondents in some cases.

The interviews were conducted by professionally trained NORC interviewers and staff. 34 interviews were observed (88%), and one of the remaining four was recorded on tape.

A high degree of cooperation was obtained in all four pretest districts. Observers, interviewers, and respondents discussed problems after each interview, and detailed logs were kept by observers. A debriefing was held in Chicago on October 2-3, 1975. This preceeded an October 14-15, 1975 debriefing with SRI and NIE personnel.

Sampling Problems

The need to establish a consistent approach for determining the most appropriate respondent at state and district levels became clear in the pre-field contacts for the pretest. Specifically, in large and medium sized districts there was a "supervisor" who was responsible for all program aspects of a specific compensatory education program or instructional area in all compensatory education schools in the district. Since a significant part of the District Questionnaire includes questions on program aspects, a consistent attempt was made to obtain a clear and detailed description of each district organization prior to the time the fieldwork is conducted.

Another problem was obtaining homeroom and provider teacher rosters from sample principals. Since the distinction between teachers who provide compensatory education instruction and teachers who have compensatory education students in their homeroom or registration room was created for the purpose of the survey and is not an operative categorization within all schools, it was evident that a clear and precise identification of teacher's functions in compensatory education programs was necessary before within district sampling could proceed. (The screening procedure illustrated in Figure 1 was developed after the pretest.)

Quality Control

The following points describe procedures used for establishing and maintaining quality in field data collection by interview staff.

1. Staffing

   Approximately 55 NORC interviewers were recruited to work on the survey. Only interviewers with experience in administering complex questionaires and adept at interviewing elite respondents were used. An effort was made to recruit interviewers who lived near a cluster of sample districts.

2. Training

   All interviewers attended a one week training session in Chicago. The session was conducted by NORC office staff who were involved in designing the questionaires and planning for the field work. The general training plan was tightly structured, so that all trainers covered the same materials in as nearly identical fashion as possible. Most training took place in small groups of 15 or so persons, and involved discussion, practice interviewing, the use of actual recorded interviews, mock interviews, and quizes. Ongoing evaluations were made of each interviewer's progress during training. Any interviewer who did not meet the required standards was dropped at the end of the training.

3. Field Work

   Each area supervisor acting as a team leader scheduled interviews in each district in such a way that no single interviewer conducted all the interviews in a given category or in a single school. Every sixth or seventh interview conducted by each interviewer was observed and edited by the team leader, who recorded observations and problems on a standardized form, using criteria developed in the field office. If an interviewer's first observed interviewer was below standard, the team leader retrained the interviewer. If the second observed interview was also below standard, the interviewer was dropped.

Appendix A

STANDARD ERROR ESTIMATES

1 Estimates of p (per district)

A. EPSEM $n_1 = 86$ $n_2 = 12$ $n_3 = 2$

$$se\ (p) = \sqrt{\frac{1}{n} \sum_h W_h\ p_h\ (1-p_h)}$$

if $p_h = k$

$$se\ (p) = \sqrt{\frac{p\ (1-p)}{n}} = \frac{1}{\sqrt{n}} \sqrt{p\ (1-p)} = .1\sqrt{p\ (1-p)}$$

B. PPS $n_1 = 33$ $n_2 = 33$ $n_3 = 33$

Weighting inverse enrollment

$$se\ (p) = \sqrt{\Sigma\ W_h^2\ \frac{p_h\ (1-p_h)}{n_h}\ (1+CV_h^2)}$$

$W_1 = .86$ $W_2 = .12$ $W_3 = .02$

$CV_1^2 = .87$ $CV_2^2 = .16$ $CV_3^2 = 2.58$

if $p_h = k$

$$se\ (p) = \sqrt{\left[\frac{1.38}{33} + \frac{.017}{33} + \frac{.00143}{33}\right] p\ (1-p)} = .206\sqrt{p\ (1-p)}$$

C. Compromise $n_1 = 33$ $n_2 = 33$ $n_3 = 33$, self weighting within strata.

$$se\ (p) = \sqrt{\Sigma\ W_h^2\ \frac{p_h\ (1-p_h)}{n_h}}$$

$$= \sqrt{\left[\frac{.76}{33} + \frac{.014}{33} + \frac{.0004}{33}\right] - p\ (1-p)}$$

$$= .153\sqrt{p\ (1-p)}$$

II. Estimates of p (per pupil) $W'_1 = W'_2 = W'_3 = 1/3$

A. EPSEM $n_1 = 86$ $n_2 = 12$ $n_3 = 2$,

Weight district values by District Size

$$se\ (p) = \sqrt{\Sigma\ W_h^{'2}\ \frac{p_h\ (1-p_h)}{n_h}\ (1+CV_h^2)}$$

$$= \sqrt{(.111)\left[\frac{1.87}{86} + \frac{1.16}{12} + \frac{3.58}{2}\right]\ p\ (1-p)}$$

$$= \sqrt{(.111)\left[.022 + .097 + 1.79\right]}\sqrt{p\ (1-p)}$$

$$= .460\sqrt{p\ (1-p)}$$

B. PPS $m_1 = n_2 = n_3$, self weighting Strata and Within

$$se\ (p) = \sqrt{\Sigma\ W_h^2\ \frac{p_h\ (1-p_h)}{n_h}}$$

$$= \sqrt{(.111)\left[\frac{1}{33} + \frac{1}{33} + \frac{1}{33}\right]\ p\ (1-p)}$$

$$= .100\sqrt{p\ (-p)}$$

C. Compromise $n_1 = n_2 = n_3$ Weights required within strata, not between

$$se\ (p) = \sqrt{\Sigma\ \frac{W_h^2\ \ p_h\ (1-p_h)}{n_h}\ (1 + CV_h^2)}$$

$$= \sqrt{(.111)\ \frac{1}{33}\ (1.87 + 1.16 + 3.58)\ \ p\ (1-p)}$$

$$= .149\sqrt{p\ (1-p)}$$

ALLOCATION	STANDARD ERRORS PROPORTIONS	
	Per District	Per Pupil
EPSEM	$.100 \sqrt{P (1-p)}$ *	$.460 \sqrt{P (1-p)}$
PPS	$.206 \sqrt{P (1-p)}$	$.100 \sqrt{P (1-p)}$ *
COMPROMISE	$.153 \sqrt{P (1-p)}$	$.149 \sqrt{P (1-p)}$

* MINIMUM

III. PARAMETER ESTIMATION METHODS

The primary purpose of the analyses conducted under this contract was to obtain various estimates of national parameters. A national parameter is taken to mean primarily a count of the number of children according to various categories or groupings relevant to the implementation and/or the design of Title I services at the school district level. The next section in which many of these results are presented in tabular form represents the primary breakdowns of counts using various categories.

In calculating such percentages and/or counts of children, two distinct procedures were used. First a procedure which has less statistical bias entails calculating a percent in such a way that first the numerator is estimated at the national level, then the denominator is estimated at the national level, finally yielding a proportion by dividing these two national estimates. These statistics are used and indicated in those tables and graphs where standard error estimates are included. These standard error estimates are based on the within stratum variance of the proportions using formulas laid out in the book Survey Sampling by L. Kish. The second type of estimate, valid but having a slightly larger statistical bias, entails calculating a percentage or average proportion over all districts in the sample. Such percentages are indicated by the lack of an accompanying standard error.

Expenditure data, budgets and other financial information, were analyzed primarily using the average of district proportions. Exceptions to this procedure are indicated by the presence of a standard error. These data were based on budgets, Title I applications, and other information supplied by the school district. Our analyses of data pertaining to Title I program area budgets, such as reading versus math, are less reliable than one would hope or need for the purpose of precise cost studies. However, the aggregate grant size data and subdivision by instructional vs. noninstructional etc. appear to be reliable reports of Title I expenditures.

Many regression analyses were conducted concerning fiscal data, poverty index data, and staff service relationships using these data. These analyses have been presented in the form of computer printouts and are available at PRC as well as the government agency. Also, the analyses of poverty indicators and distributions between schools and over districts has been supplied using computer printout as the medium.

IV: TABLES AND GRAPHS

A. Booklet Data

B. District Interview Data

C. Provider Interview Data

D. Homeroom Teacher Interview Data

A. BOOKLET DATA

RACIAL COMPOSITION OF TOTAL CHILDREN OF DISTRICT

Racial Composition	Per Cent	Standard Error
American Indian	.30	.11
Asian/Pacific Islander	.49	.09
Spanish surname	4.82	1.22
Black without Spanish surname . . .	19.57	4.17
Other	74.83	4.83

TITLE I DOLLAR ALLOTMENTS

	Per Cent	Standard Error	N
Per cent of total Title I instructional dollars spent on remedial reading	53.31	7.47	75
Per cent of total Title I dollars spent on remedial reading	40.25	6.83	75
Per cent of Title I instructional dollars spent on mathematics	19.35	2.69	78
Per cent of total Title I dollars spent on mathematics	14.65	2.24	77
Title I instructional dollars spent per Title I participant	$263.40	$25.20	84
Total Title I dollars spent per Title I participant	$347.66	$40.13	86
Per cent of Title I dollars spent on instruction	76.11	2.63	84
Per cent of total teacher's aides who are Title I teacher's aides	53.94	8.64	74
Per cent of total students who are Title I (from public school applications).	11.00	1.33	74
Per cent of total elementary school teachers that are paid by Title I	8.00	.92	78

Average Family Income	Total Title I Expenditures	Standard Deviation
Less than $6,749 . .	$140,960	148,814
$6,749-$9,765	$ 98,385	316,605
$9,765-$12,780 . . .	$216,458	--
Greater than $12,780 .	$102,711	218,499

Average Family Income	Average Title I Expenditure per Pupil	Standard Deviation
Less than $6,749 . .	$305.76	67.14
$6,749-$9,765	$365.71	250.81
$9,765-$12,780 . . .	$357.98	189.30
Greater than $12,780 .	$399.06	173.56

Average Family Income	Average Title I Instructional Expenditure Per Pupil	Standard Deviation
Less than $6,749 . .	$212.91	81.11
$6,749-$9,765	$303.03	203.25
$9,765-$12,780 . . .	$319.58	164.13
Greater than $12,780 .	$363.74	190.12

Average Family Income	Ratio of Title I Per Pupil Expenditure to Per Pupil Expenditures from Non-federal Funds	Standard Deviation
Less than $6,749 . .	.4742	.0042
$6,749-$9,765	.4456	.1998
$9,765-$12,780 . . .	.3281	.1496
Greater than $12,780 .	.2649	.1457

Average Family Income	Per Cent of Total Public School Pupils Who Participate in Title I	Standard Deviation
Less than $6,749 . .	19.98%	8.27
$6,749-$9,765	12.37%	5.98
$9,765-$12,780 . . .	7.08%	4.81
Greater than $12,780 .	3.17%	3.23

Average Family Income	Number of Public School Pupils Who Participate in Title I	Standard Deviation
Less than $6,749 . .	503.50	481.03
$6,749-$9,765	328.73	966.03
$9,765-$12,780 . . .	555.50	4404.75
Greater than $12,780 .	245.08	392.59

Average per pupil expenditure from non-federal funds	Total Title I Expenditures	Standard deviation
$500 - $715 . . .	$ 96,834	305,015
$716 - $1,042 . . .	$101,413	230,478
$1,043 - $1,368 . .	$232,890	--
$1,369 - $2,156 . .	$115,327	--

Average per Pupil Expenditure from Non-federal Funds	Average Title I expenditure/pupil	Standard Deviation
$500 - $715	$290.44	$ 81.83
$716 - $1,042 . . .	313.75	136.83
$1,043 - $1,368 . .	490.54	281.34
$1,369 - $2,156 . .	480.49	345.08

Average per Pupil Expenditure from Non-federal Funds	Average Title I Instructional expenditure/pupil	Standard Deviation
$500 - $715	$217.17	77.93
$716 - $1,042 . . .	278.64	119.76
$1,043 - $1,368 . .	346.30	229.57
$1,369 - $2,156 . .	423.36	305.51

Average per Pupil Expenditure from Non-federal Funds	Ratio of Title I per pupil expenditure to per pupil expenditures from non-fed.funds	Standard Deviation
$500 - $715	.5047	.1746
$716 - $1,042 . . .	.3455	.1607
$1,043 - $1,368 . .	.4323	.2529
$1,369 - $2,156 . .	.3219	.2470

Average per Pupil Expenditure from Non-federal Funds	Number of Public School Pupils Who Participate in Title I	Standard Deviation
$500 - $715	376.87	1020.44
$716 - $1,042 . . .	268.75	411.61
$1,043 - $1,368 . .	494.96	3201.77
$1,369 - $2,156 . .	345.70	4488.43

Average per Pupil Expenditure from Non-federal Funds	Per cent of Total Public Public School Pupils Who Participate in Title I	Standard Deviation
$500 - $715	52.47	69.11
$716 - $1,042 . . .	8.06	4.77
$1,043 - $1,368 . .	7.86	2.25
$1,369 - $2,156 . .	11.01	12.13

B. DISTRICT INTERVIEW DATA

PER CENT OF DISTRICTS IN WHICH INSTRUCTIONAL PROGRAMS ARE FUNDED, ALL OR IN PART, BY TITLE I AND BY OTHER SOURCES OF FUNDING

Number of Programs	Per Cent
0	49.6
1	39.0
2	3.1
3	4.3
Missing	4.0

PER CENT OF DISTRICTS IN WHICH INSTRUCTIONAL PROGRAMS ARE FUNDED BY TITLE I AND OTHER SOURCES OF FUNDING

Number of Programs	Per Cent
0	1.7
1	39.8
2	32.2
3	13.5
4	.5
5	.6
6	.6
Missing	11.2

PER CENT OF DISTRICTS WHICH USE OTHER KINDS OF FUNDS FOR THEIR PROGRAMS

Other Funds for Reading	Other Funds for Language Arts		
	0	No Other Funds	Federal, State, Other, and All Combinations
0	4.5	7.2	~~[illegible]~~ 16.2
No other funds	39.1	.7	0.
Federal, state, other, and all combinations	26.6	.1	7.5

PER CENT OF DISTRICTS WHICH USE OTHER KINDS OF FUNDS FOR THEIR PROGRAMS

Other Funds for Reading	Other Funds for Math		
	0	No Other Funds	Federal, State, Other, and All Combinations
0	16.4	.9	10.1
No other funds	23.2	12.2	3.4
Federal, state, other, and all combinations. . . .	15.4	2.7	15.4

PER CENT OF DISTRICTS WHICH USE OTHER KINDS OF FUNDS FOR THEIR PROGRAMS

Other Funds for Math	Other Funds for Language Arts		
	0	No Other Funds	Federal, State, Other, and All Combinations
0	41.4	6.5	6.0
No other funds	14.6	1.5	.2
Federal, state, other, and all combinations	14.2	0.	15.6

PER CENT OF DISTRICTS WHICH OFFER SUPPORTIVE SERVICE PROGRAMS

Number of Programs	Per Cent
0	41.0
1	11.7
2	20.0
3	14.0
4	3.9
5	4.0
6	1.3
7	.1
8	.6
9	.2
11	3.2

PER CENT OF DISTRICTS WHICH PROVIDE CE INSTRUCTION TO NON-PUBLIC SCHOOL CHILDREN

Size of District (By Number of Pupils)	Per Cent
Highest	76.1
Middle.	46.0
Lowest.	11.4

PER CENT OF DISTRICTS WHICH PROVIDE CE SUPPORT SERVICES TO NON-PUBLIC SCHOOL CHILDREN

Size of District (By Number of Pupils)	Per Cent
Highest	61.0
Middle.	27.1
Lowest.	3.7

Number of non-public Title I
students in U.S.A. 116,218

PER CENT OF DISTRICTS WITHIN EACH STATE WHICH USE CRITERIA FOR MEASURING ELIGIBILITY OF SCHOOLS FOR TITLE I PROGRAMS

Criteria	Size of District (By Number of Pupils)		
	Highest	Middle	Lowest
Census data on family income	27.1	52.0	69.6
AFDC enrollment	65.3	68.4	48.1
Free breakfast counts	6.9	2.5	7.5
Free lunch counts	53.1	64.5	58.2
Number of non-English speaking families	0.0	2.9	7.5
Health statistics	2.6	9.0	3.7
Housing crowding statistics	4.2	10.3	3.7
Employment statistics	2.6	12.1	8.4
Number of children on federal installations	0.0	0.0	6.5
Number of neglected and delinquent children	10.1	12.1	20.3
Number of children from migrant families	5.9	0.0	13.1
Orshansky Index	13.4	11.5	9.2
Other	23.0	32.1	13.9

PER CENT OF DISTRICTS WHICH USE A SPECIFIC FORMULA TO COMBINE MEASURES TO DETERMINE ELIGIBILITY OF SCHOOLS FOR TITLE I

Size of District (By Number of Pupils)	Per Cent
Highest	66.8
Middle	76.2
Lowest	54.6

PER CENT OF DISTRICTS WITHIN EACH STATE WHICH USE CRITERIA FOR SELECTION OF SCHOOLS TO PARTICIPATE IN TITLE I PROGRAMS

Criteria	Size of District (By Number of Pupils)		
	Highest	Middle	Lowest
Census data on family income	7.8	10.7	3.7
AFDC enrollment	25.7	19.1	3.7
Free breakfast counts	1.7	0.0	0.0
Free lunch counts	17.2	9.6	2.7
Number of non-English speaking families	3.3	2.9	3.7
Health statistics	0.0	1.6	0.0
Housing crowding statistics	0.0	1.6	0.0
Employment statistics	0.0	0.0	2.7
Number of children on federal installations	0.0	0.0	0.0
Number of neglected and delinquent children	0.0	0.0	0.0
Number of children from migrant families	0.0	0.0	0.0
Standardized achievement test scores .	18.9	14.3	3.7
Orshansky Index	3.3	0.0	0.0
Other	37.0	31.4	6.4
Some public schools may choose not to participate	0.0	0.0	2.8

PER CENT OF DISTRICTS WITHIN EACH STATE WHICH USE CRITERIA FOR DETERMINING WHICH CHILDREN NEED TITLE I PROGRAMS

Criteria	Size of District (By Number of Pupils)		
	Highest	Middle	Lowest
Standardized achievement test scores	97.4	92.9	100.0
Economic criteria	12.6	13.8	39.9
Teacher judgment	67.2	82.3	90.8
Other criteria	18.1	30.8	26.2

PER CENT OF DISTRICTS WITHIN EACH STATE WHICH USE CRITERIA FOR DETERMINING WHICH CHILDREN PARTICIPATE IN TITLE I PROGRAMS

Criteria	Size of District (By Number of Pupils)		
	Highest	Middle	Lowest
Standardized achievement test score	64.0	62.9	63.9
Economic criteria	4.3	7.1	16.9
Teacher judgment	48.4	53.1	55.6
Other criteria	21.4	17.6	24.2

PER CENT OF NEEDY CHILDREN PARTICIPATING IN TITLE I

Category	Per Cent
5 - 15 per cent	2.1
15 - 25 per cent	.4
25 - 35 per cent	7.3
35 - 45 per cent	12.4
45 - 55 per cent	4.8
55 - 65 per cent	12.9
65 - 75 per cent	7.6
75 - 85 per cent	9.5
85 - 95 per cent	.7
95 per cent or more	29.4

Participation rate of children in need of compensatory education	.663, SE = .075
Participation rate of eligible schools	.907, SE = .019

C. PROVIDER INTERVIEW DATA

Total number of compensatory education providers in the U.S.	111,087
National percentage of providers devoted solely to teaching compensatory education	71%

NATIONAL PER CENT OF COMPENSATORY EDUCATION PROVIDERS GIVING INSTRUCTION IN:

Subject	Per Cent	Standard Error
Preschool/kindergarten readiness activities	16.96	2.13
Special instructional program for dropouts	.65	.44
Follow Through program	9.32	2.16
Industrial arts/home economics	.23	.10
Music/art	4.94	1.35
Instruction on health and/or nutrition	5.27	1.47
General enrichment	14.31	2.46
Remedial/corrective reading	43.82	2.60
Mathematics	31.87	3.88
Science	3.70	1.14
Social/cultural studies	5.91	1.37
English as a second language	2.76	.77
Special education/learning disabilities	8.76	2.39
Language arts/communication skills	30.32	4.06
Other	3.24	.65
Other	.42	.30

PER CENT OF PROVIDERS DEVOTED SOLELY TO COMPENSATORY EDUCATION

Program	Per Cent
Pre-kindergarten/kindergarten readiness	69.3
Dropout program	22.5
Follow-Through program	55.7
Industrial arts/home economics	71.4
Music/art	70.3
Health/nutrition	46.6
General enrichment	55.2
Remedial reading	76.3
Mathematics	63.7
Science	55.3
Social/cultural studies	42.4
English as a second language	60.4
Special education/learning disabilities	84.4
Language arts/communication skills	57.9

PER CENT OF PROVIDERS WHO ARE DEVOTED SOLELY TO COMPENSATORY EDUCATION WITHIN EACH AREA

Subject Area	Per Cent	Standard Error
Reading	57.68	8.60
Mathematics	39.15	8.91
Science	3.49	1.79
Social/cultural studies	4.72	2.11
English as a second language . . .	3.24	1.18
Special education/learning disabilities	12.09	3.80
Language arts/communication skills.	38.18	9.34

PER CENT OF PROVIDERS (BY INSTRUCTIONAL AREA) TEACHING IN PRE-KINDERGARTEN - 8TH GRADES

Subject	Grade									
	Pre-Kdgn	Kdgn	1st	2nd	3rd	4th	5th	6th	7th	8th
Pre-school/kindergarten readiness activities	6.2	60.8	39.3	29.8	24.6	18.6	13.2	9.1	.6	.3
Dropout program	0	4.4	4.4	4.4	4.4	7.6	6.1	6.1	71.5	65.5
Follow Through program	.7	24.7	35.2	29.9	42.2	32.6	30.4	21.1	10.2	10.7
Industrial arts/ home economics	16.3	45.6	29.4	41.7	29.4	29.4	25.4	25.4	0	0
Music/art	6.3	43.2	16.0	21.0	15.1	12.5	10.3	5.8	3.3	.6
Health/nutrition	4.4	28.2	18.0	18.0	13.8	20.7	11.1	14.5	.5	.5
General enrichment	2.2	28.6	36.7	33.4	37.5	34.5	21.3	14.8	6.4	3.8
Remedial reading	0	4.4	35.8	48.4	50.1	52.5	43.7	38.7	16.5	12.3
Mathematics	.4	13.6	28.0	36.4	38.3	42.8	41.4	31.8	15.2	11.2
Science	0	22.8	21.9	22.3	20.9	28.9	16.2	19.2	2.2	1.3
Social/cultural studies	1.1	21.8	14.1	14.3	19.4	27.5	18.0	22.0	7.9	7.6
English as a second language	0	42.6	51.4	52.0	60.3	50.5	40.3	45.7	6.9	34.4
Special education/ learning disabilities	9.7	14.4	40.2	36.5	46.0	52.8	44.0	35.9	13.2	15.6
Language arts/communication skills	.9	18.4	32.5	32.6	38.8	33.3	25.3	24.4	12.2	11.6

NUMBER OF INSTRUCTIONAL AREAS TAUGHT BY PROVIDERS

Number of Areas	Per Cent
1	62.2
2	17.0
3	9.8
4	3.4
5	2.6
6	2.0
7	1.4
More than 7	1.0

PER CENT OF PROVIDERS TEACHING VARIOUS SUBJECT AREA COMBINATIONS

Subject Area	Per Cent
Reading and mathematics	9.0
Reading and language arts	3.8
Reading and English as a second language	.7
Language arts and English as a second language	1.3
Reading and special education	1.4
Math and science	3.4

PER CENT OF PROVIDERS ONLY AT ONE SCHOOL/AT SEVERAL SCHOOLS/AT LEARNING CENTER

Provider's Time	Per Cent
Full time at this school	88.3
Part time at several schools	11.3
Teach at learning center	.3
Part time at several schools and at a learning center	0

PER CENT OF COMPENSATORY PROVIDERS WITH ANY ASSISTANCE

Provider	Per Cent
Reading teachers	48
Math teachers	58
Science	72
Social/cultural studies	73
English as a second language	62
Special education	44
Language arts/communication skills	74

KINDS OF ASSISTANCE PROVIDED TO COMPENSATORY EDUCATION TEACHERS

Type of Assistance	Remedial Reading	Math	Science	Social/ Cultural Studies	English as a Second Language	Special Education	Language Arts/ Communication Skills
Regular classroom teacher	5.7	7.1	22.6	15.0	32.4	2.8	13.6
Subject area specialist	5.1	3.9	3.2	.8	4.8	8.3	8.4
Teacher's aide	42.0	52.9	61.7	57.9	42.4	21.6	64.6
Paid parent	.2	.5	.8	1.0	0	0	.5
Volunteer parent	2.7	9.5	5.5	5.7	3.4	4.1	5.8
Older student	2.5	7.6	6.0	3.8	6.4	.8	5.9
Peer of student	3.7	6.7	3.1	2.7	2.8	1.3	6.1
Someone else	1.4	2.1	2.9	10.2	0	6.5	4.4

PER CENT OF PROVIDERS GIVING INSTRUCTION TO THE CLASS AS A WHOLE, TO SUBGROUPS, OR INDIVIDUAL STUDENTS

Providers	Whole Class	Subgroups	Individual Students
Reading	50.7	62.5	88
Mathematics	45.8	59.6	90
Science	85.4	33.4	22
Social/cultural studies	86.1	30.5	26
English as a second language . .	39.5	22.4	84
Special education/learning disabilities	37.8	47.4	97
Language arts/communication skills	61.5	65.3	79

INDIVIDUALIZED INSTRUCTION GIVEN BY READING AND MATH PROVIDERS

	Per Cent	
	Reading	Math
Instructional materials:		
a. All at approximately same level	20.9	21.7
b. Very in levels of difficulty	78.4	75.8
Approaches for teaching:		
a. One main approach	9.8	9.1
b. Different approaches	89.6	88.5
Performance objectives:		
a. Specific performance objectives	38.5	44.0
b. More flexible definition of objectives	61.0	55.9
Of those providers setting specific program objectives:		
a. Set for each child	90.4	83.8
b. Set for subgroups	64.9	59.4
c. Set for class as a whole	73.1	70.0
Consulted references forperformance objectives:		
a. Yes	85.9	74.9
How student progress is recorded:		
a. Student folders	90.0	83.3
b. Student flow charts	25.0	29.4
c. Record forms provided by materials	50.6	37.9
d. Computerized tracking system	1.8	3.0
e. Other methods	42.6	42.0
How student performance level is assessed:		
a. Standardized achievement test scores	77.1	63.9
b. Standardized diagnostic test scores	45.7	35.1
c. Objective referenced test scores	19.4	24.5
d. Student's age	14.8	11.1
e. Teacher judgment	72.7	68.1
f. Individualized skill inventory	47.6	36.4
g. Other methods	13.2	11.6
If Standardized Achievement Tests used, how administered:		
a. According to student's grade	63.4	61.5
b. According to student's performance level	34.9	37.2
c. Other criterion	1.6	1.2
Measures used most frequently in assessing student progress:		
a. Review of workbook exercises/homework	17.1	15.0
b. Objective referenced test	24.8	31.9
c. Student's oral participation in class	31.9	32.0
d. Student's self-evaluation	5.0	4.3
e. Other method	20.6	16.6
How frequently student progress systematically recorded:		
a. 5+ times a week	23.1	25.0
b. 1-4 times a week	46.0	45.1
c. 1-3 times a week	21.6	23.3
d. Less than that	8.8	6.5

PERCENTAGE OF TEACHERS USING TEACHING MACHINES

Provider	Often	Sometimes	Never
Reading	20.58	36.04	43.39
Math	13.33	35.59	51.08
Science	22.34	18.30	59.36
Social/cultural studies . .	15.96	18.47	65.57
English as a second language	39.20	17.60	43.20
Special education/learning disabilities	10.94	41.20	48.04
Language arts/communication skills	23.02	29.89	47.08

PER CENT OF PROVIDERS REPORTING MISSED SUBJECTS BY THEIR COMPENSATORY EDUCATION STUDENTS

Subject Missed by Student	To Receive Compensatory Education Instruction in:						
	Reading	Math	Science	Social Studies	English as a Second Language	Special Education	Language Arts/ Communication Skills
Reading	13.9	7.4	1.1	1.2	5.9	18.5	6.2
Language arts/ communication skills	10.2	6.9	1.5	5.8	11.6	14.2	7.3
Mathematics	6.6	10.3	3.7	5.8	17.5	6.9	3.4
Social studies/ cultural studies	10.6	10.3	3.7	1.2	18.9	11.3	9.2
Science	9.3	5.8	1.4	7.4	4.0	7.2	6.7
Music	6.1	6.8	2.9	6.7	5.0	5.8	8.7
Art	6.4	4.3	2.9	7.3	6.5	0	5.1
Industrial arts/ home economics	4.2	2.3	5.9	6.4	0	6.5	5.7
Physical education	5.3	2.8	4.1	6.0	2.6	5.2	3.9
Study time	14.2	7.3	11.2	5.8	9.3	15.3	13.3
Other	7.6	6.3	2.6	.5	5.4	6.6	4.8
None	45.4	52.9	75.1	74.3	32.3	37.1	56.0

PERCENTAGE OF PROVIDERS AND NON-COMPENSATORY EDUCATION TEACHERS COORDINATING INSTRUCTION FOR SHARED PUPILS

Provider	Per Cent
Reading	82.73
Math	85.09
Science	69.36
Social/cultural studies	60.06
English as a second language	55.26
Special education/learning disabilities	79.15
Language arts/communication skills	85.10

PER CENT OF PROVIDERS REPORTING PARENT PARTICIPATION

Participation	Remedial Reading	Math	Science	Social Studies	English as a Second Language	Special Edu-cation	Language Arts/ Communica-tion Skills
Individual parent conferences	78.4	72.0	64.3	78.4	62.8	86.2	81.2
Parent training sessions	16.1	16.0	5.9	7.2	5.1	8.1	24.2
Agreement between parents and teachers on students' learning goals	35.6	38.3	32.9	46.5	35.2	32.2	44.1
Parents as volunteers	12.3	17.2	22.7	20.5	6.2	3.7	18.6
Parents as paid aides	1.5	5.0	8.0	6.9	11.8	0	4.9
Parent involvement in field trips	10.8	8.3	33.7	33.5	7.9	19.2	15.3
Through the Parents Advisory Council	50.0	38.6	18.9	30.1	18.9	14.4	39.8
Other	16.4	12.1	6	10.8	23.3	19.5	12.8
Parents not involved	.2	1.4	2.	0	0	0	0

PER CENT OF PROVIDERS REPORTING LATITUDE TO ALTER COMPENSATORY EDUCATION PROGRAMS

Program	National Per Cent of CE Providers Giving Instruction in:	Latitude Much	Latitude Some	Latitude Little	Latitude None
Preschool/kindergarten	17.0	49	34	12	5
Dropout program	6.0	82	11	0	8
Follow Through	9.3	54	32	7	8
Industrial arts/home economics	.2	41	42	0	16
Music/art	4.9	46	42	5	7
Health/nutrition	5.3	43	46	4	7
General enrichment	14.3	57	34	4	4
Remedial reading	43.8	46	40	11	3
Mathematics	31.9	43	40	13	4
Science	3.7	41	47	4	8
Social/cultural studies	5.9	49	41	4	6
English as a second language	2.8	54	41	2	2
Special education/learning disabilities	8.8	68	29	2	1
Language arts/communication skills	30.3	47	38	9	6

PER CENT OF PROVIDERS REPORTING COMPENSATORY EDUCATION TRAINING AND ITS SUBSEQUENT USEFULNESS

Program	National Per Cent of CE Providers Giving Instructions in:	Per Cent of Providers Reporting That They Received CE Training	Per Cent of Providers' Perception of the Usefulness of their CE Training		
			Very Useful	Somewhat Useful	Not at all Useful
Preschool/kindergarten	17.0	66	63	35	2
Dropout program	6.0	22	73	0	27
Follow Through	9.3	69	62	35	3
Industrial arts/home economics	.2	83	45	35	20
Music/art	4.9	72	55	42	3
Health/nutrition	5.3	78	46	49	5
General enrichment	14.3	67	59	39	2
Remedial reading	43.8	65	62	36	2
Mathematics	31.9	64	61	37	2
Science	3.7	76	54	42	3
Social/cultural studies	5.9	75	54	42	3
English as a second language	2.8	64	81	16	2
Special education/learning disabilities	8.8	55	51	47	2
Language arts/communication skills	30.3	68	62	35	2

Subject Area	Education Level of Compensatory Education Providers								Total	Per Cent of Providers Giving Instruction in these Areas
	High School Diploma	Assoc. Degree	B.A.	B.A. + Courses	M.A.	M.A. + 30 Hrs.	Ph.D.	Ed.D.		
Reading	.5	1.8	27.9	38.7	23.9	5.9	0	0	98.7	43.8
Math	.3	.5	29.3	36.4	27.1	5.2	0	0	98.8	31.9
Science	0	0	20.0	42.8	28.6	7.2	0	0	98.6	3.7
Social/cultural	0	0	21.9	45.6	25.9	5.8	0	0	99.2	5.9
English as a second language	14.3	0	6.5	44.4	23.9	9.4	1.5	0	100.0	2.8
Special education	2.4	3.0	18.3	41.0	24.3	8.8	0	0	97.8	8.8
Language arts/ communication skills	1.5	.1	32.7	34.5	24.2	5.9	0	0	98.8	30.3

ETHNIC DISTRIBUTION OF PROVIDERS

Ethnic Group	Per Cent
Native American	.1
Asian or Pacific Islander . . .	.5
Spanish Surname	1.7
Black (without Spanish Surname)	19.6
Caucasian	76.8

CLASS SIZE AMONG PROVIDERS BY GRADE

READING

Grade	% 1-5 Pupils	% 6-10 Pupils	% 11-15 Pupils	% 16-20 Pupils	% Greater than 20 Pupils	% Subject Providers Teaching Each Grade
Prekindergarten	0	0	0	0	0	0
Kindergarten . .	46.5	38.7	5.5	7.2	2.1	4.4
First	45.9	35.9	9.0	4.0	5.2	35.8
Second	42.5	36.6	11.9	3.9	5.1	48.4
Third	40.9	38.0	12.1	3.9	5.0	50.1
Fourth	35.3	37.9	17.7	5.2	4.0	52.5
Fifth	39.4	34.6	17.6	6.0	2.4	43.7
Sixth	41.3	33.1	17.6	5.7	2.4	38.7
Seventh	23.3	16.2	39.1	16.9	4.5	16.5
Eighth	29.5	9.7	37.4	17.4	6.1	12.3

CLASS SIZE AMONG PROVIDERS BY GRADE

MATHEMATICS

Grade	% 1-5 Pupils	% 6-10 Pupils	% 11-15 Pupils	% 16-20 Pupils	% Greater than 20 Pupils	% Subject Providers Teaching Each Grade
Prekindergarten	30.2	0	69.8	0	0	.4
Kindergarten . .	15.7	35.9	11.8	10.9	25.7	13.6
First	33.2	26.4	19.7	10.3	10.4	28.0
Second	31.7	22.8	22.6	9.0	13.9	36.4
Third	33.0	20.7	23.1	7.6	15.6	38.3
Fourth	25.6	32.8	23.7	7.7	10.2	42.8
Fifth	29.8	30.4	24.4	7.6	7.8	41.4
Sixth	27.1	32.3	25.6	8.2	6.9	31.8
Seventh	33.8	15.3	38.3	9.1	3.4	15.2
Eighth	48.1	14.4	31.4	2.8	3.3	11.2

CLASS SIZE AMONG PROVIDERS BY GRADE

SCIENCE

Grade	% 1-5 Pupils	% 6-10 Pupils	% 11-15 Pupils	% 16-20 Pupils	% Greater than 20 Pupils	% Subject Providers Teaching Each Grade
Prekindergarten	0	0	0	0	0	0
Kindergarten . .	0	12.7	29.0	11.3	47.0	22.8
First	0	41.2	6.6	19.4	32.8	21.9
Second	0	25.3	9.9	9.6	55.2	22.3
Third	0	15.5	17.4	0.0	67.1	20.9
Fourth	0	48.3	26.0	7.4	18.3	28.9
Fifth	0	13.6	22.1	34.0	30.3	16.2
Sixth	4.8	63.5	7.5	11.9	12.3	19.2
Seventh	41.0	0	0	0	58.9	2.2
Eighth	0	0	0	0	100.0	1.3

CLASS SIZE AMONG PROVIDERS BY GRADE

SOCIAL/CULTURAL STUDIES

Grade	% 1-5 Pupils	% 6-10 Pupils	% 11-15 Pupils	% 16-20 Pupils	% Greater than 20 Pupils	% Subject Providers Teaching Each Grade
Prekindergarten	0	0	0	100.0	0	1.1
Kindergarten . .	4.4	33.0	19.2	15.1	28.3	21.8
First	0	25.9	19.8	9.2	45.1	14.1
Second	0	12.7	22.8	4.5	60.1	14.3
Third	0	36.1	9.7	6.7	47.5	19.4
Fourth	24.2	33.8	11.0	18.7	12.2	27.5
Fifth	27.1	10.4	12.1	27.8	22.5	18.0
Sixth	22.1	39.3	0.0	14.9	23.7	22.0
Seventh	61.3	0.0	20.8	0.0	17.8	7.9
Eighth	64.3	12.1	6.4	0.0	17.2	7.6

CLASS SIZE AMONG PROVIDERS BY GRADE

ENGLISH AS A SECOND LANGUAGE

Grade	% 1-5 Pupils	% 6-10 Pupils	% 11-15 Pupils	% 16-20 Pupils	% Greater than 20 Pupils	% Subject Providers Teaching Each Grade
Prekindergarten	0	0	0	0	0	0
Kindergarten . .	60.7	27.1	5.6	2.4	4.1	42.6
First	64.5	23.5	3.9	2.7	5.4	51.4
Second	66.4	25.2	5.8	2.7	0	52.0
Third	57.2	21.6	18.8	2.3	0	60.3
Fourth	72.5	20.0	2.0	2.8	2.8	50.5
Fifth	69.4	21.2	2.5	3.5	3.5	40.3
Sixth	76.6	10.8	6.6	3.0	3.0	45.7
Seventh	22.3	43.4	34.4	0.0	0.0	6.9
Eighth	76.1	17.0	6.9	0	0	34.4

CLASS SIZE AMONG PROVIDER BY GRADE

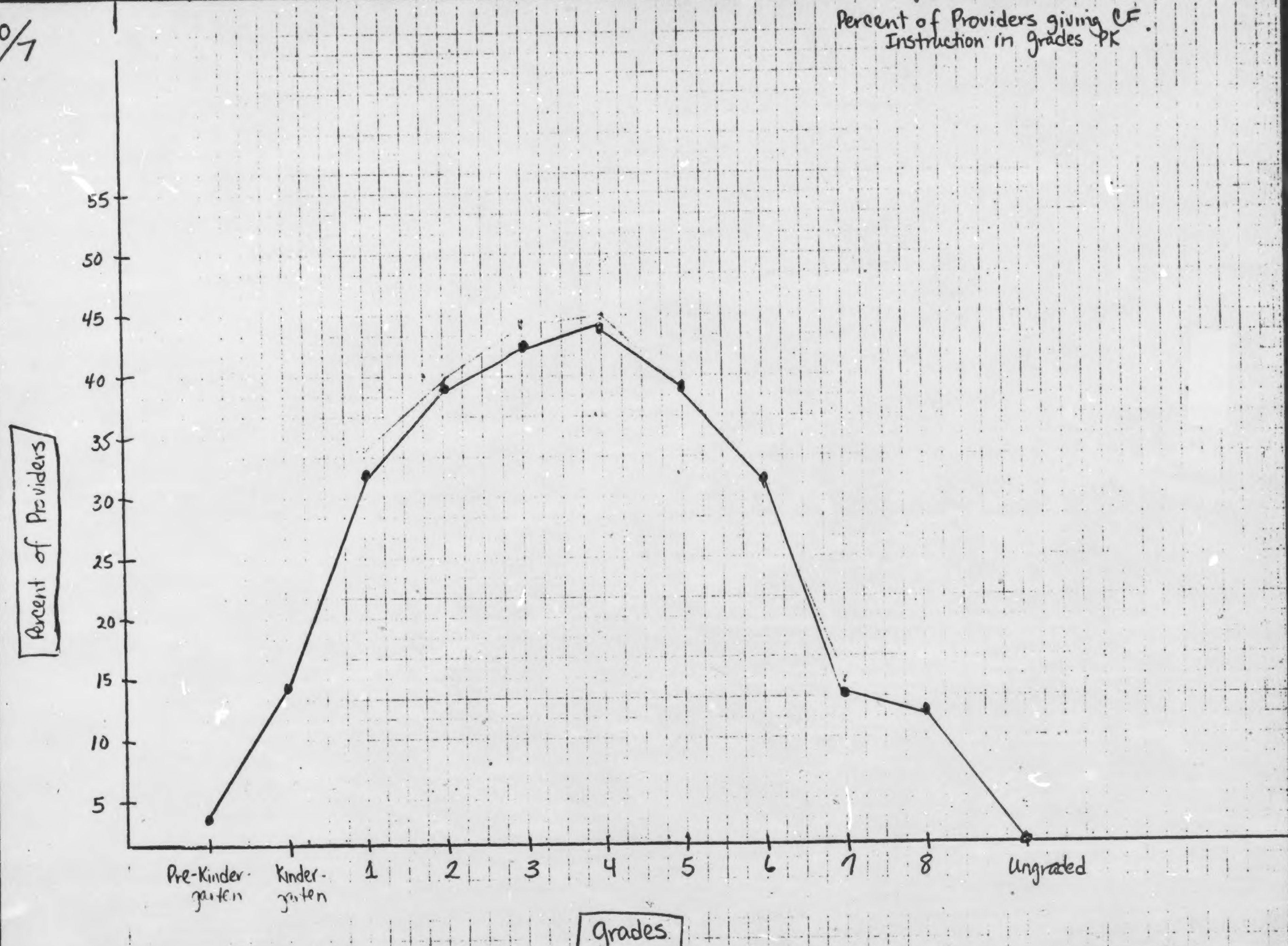
SPECIAL EDUCATION

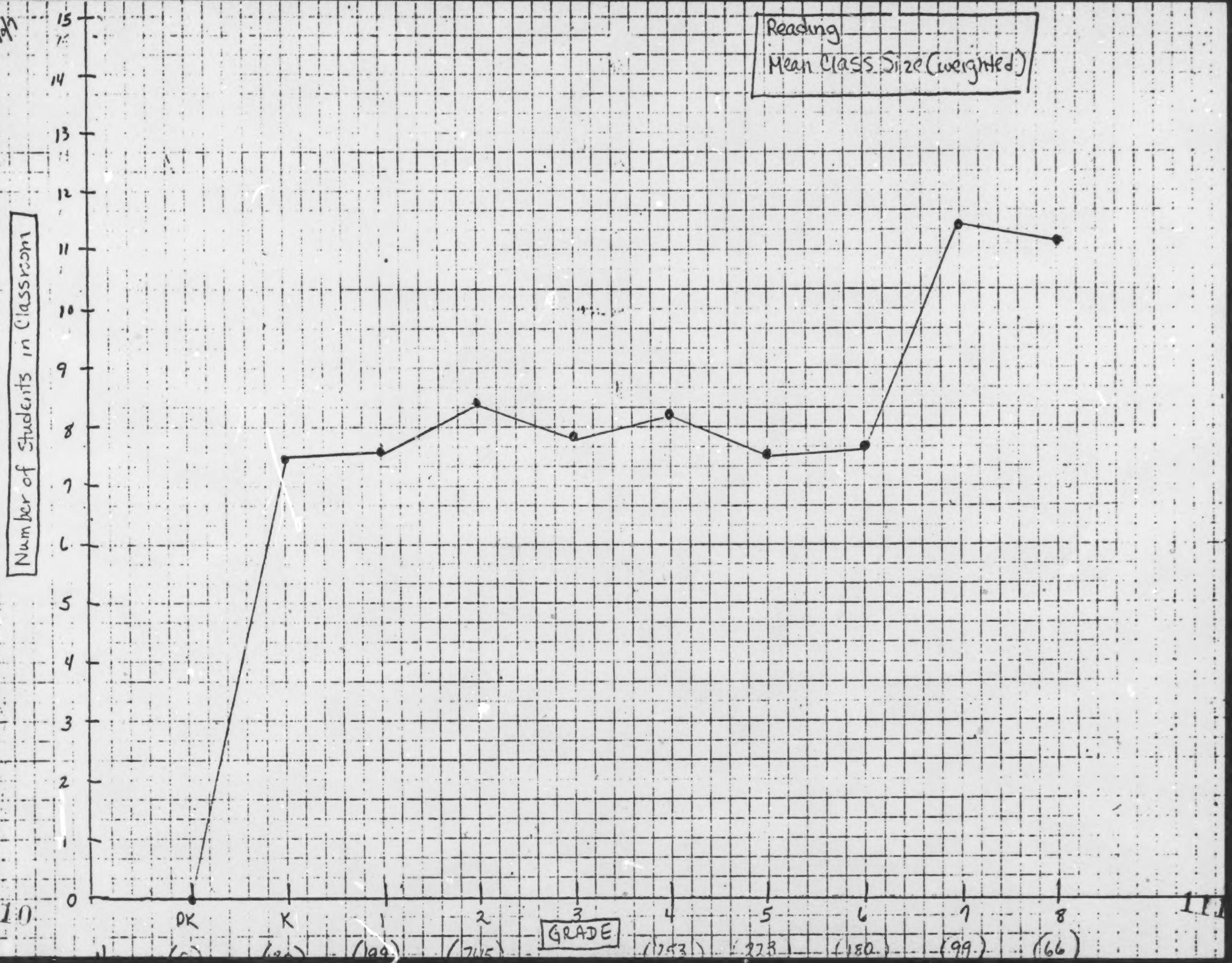
Grade	% 1-5 Pupils	% 6-10 Pupils	% 11-15 Pupils	% 16-20 Pupils	% Greater than 20 Pupils	% Subject Providers Teaching Each Grade
Prekindergarten	53.5	46.5	0	0	0	9.7
Kindergarten . .	46.0	44.4	3.4	0	6.2	14.4
First	68.4	29.5	2.0	0	0	40.2
Second	76.3	20.2	2.2	1.3	0	36.5
Third	70.3	26.9	2.8	0	0	46.0
Fourth	68.1	31.9	0	0	0	52.8
Fifth	75.9	24.1	0	0	0	44.0
Sixth	69.5	30.5	0	0	0	35.9
Seventh	56.4	35.5	0	8.1	0	13.2
Eighth	70.0	30.0	0	0	0	15.6

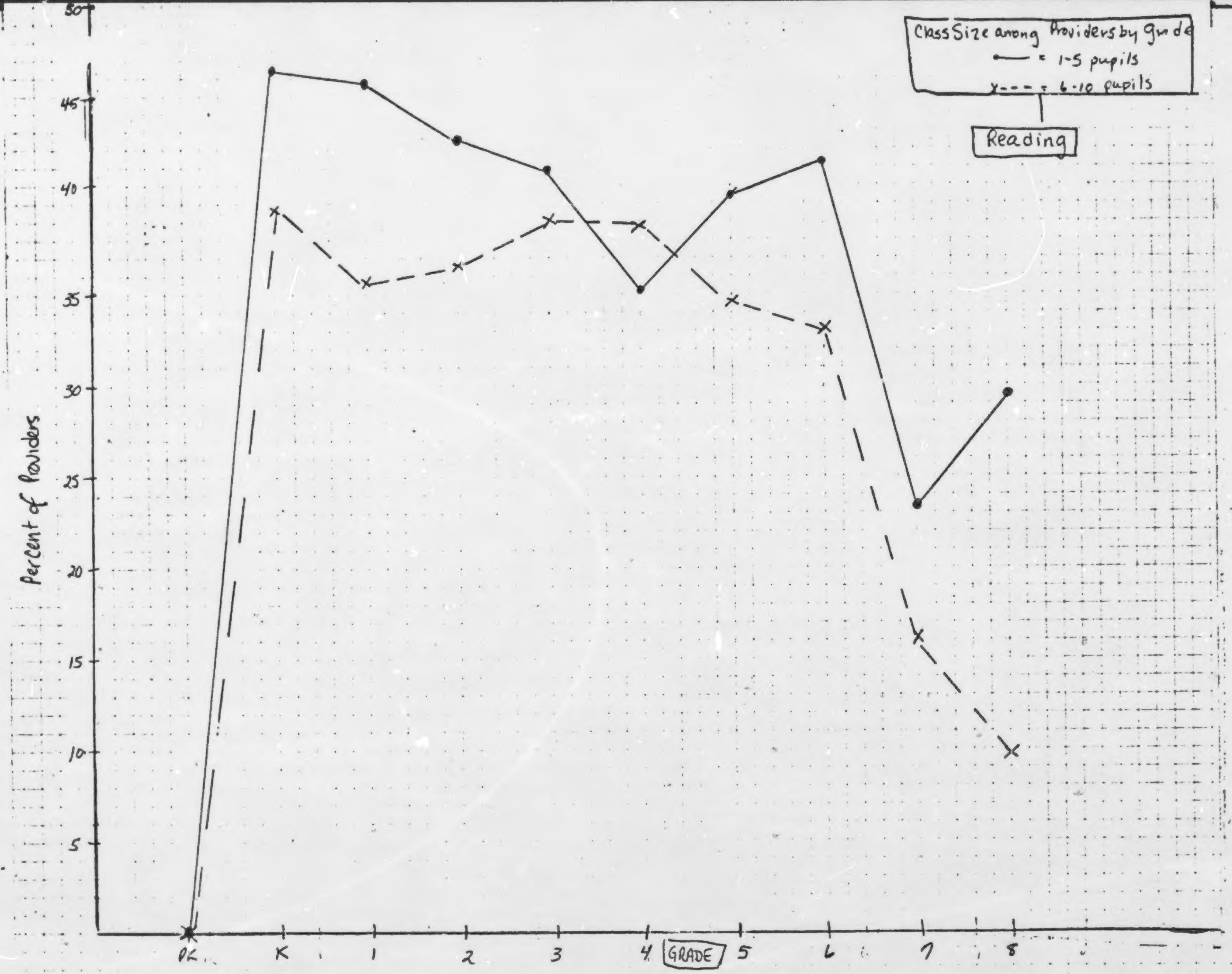
CLASS SIZE AMONG PROVIDERS BY GRADE

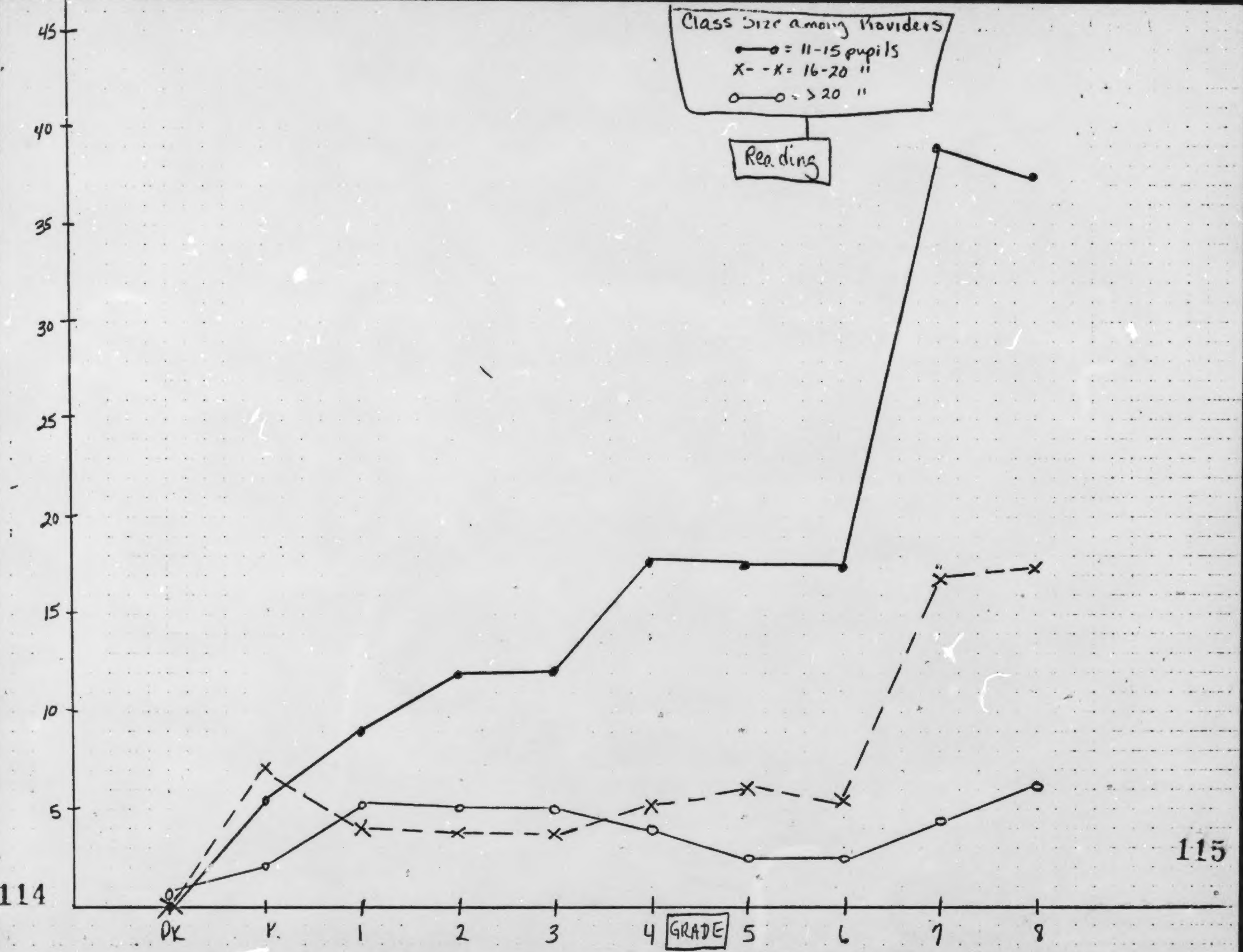
LANGUAGE ARTS

Grade	% 1-5 Pupils	% 6-10 Pupils	% 11-15 Pupils	% 16-20 Pupils	% Greater than 20 Pupils	% Subject Providers Teaching Each Grade
Prekindergarten	0	13.3	28.1	15.3	43.3	.9
Kindergarten . .	27.1	34.2	8.5	11.6	18.5	18.4
First	34.3	31.4	18.2	9.1	7.1	32.5
Second	32.3	29.3	21.1	8.6	8.6	32.6
Third	31.1	28.9	19.2	8.3	12.4	38.8
Fourth	37.4	26.6	19.5	6.7	9.8	33.3
Fifth	30.4	27.9	21.9	7.9	11.8	25.3
Sixth	29.7	30.8	22.0	11.5	6.0	24.4
Seventh	28.6	7.7	29.8	19.3	14.6	12.2
Eighth	33.7	15.1	21.7	16.0	13.5	11.6

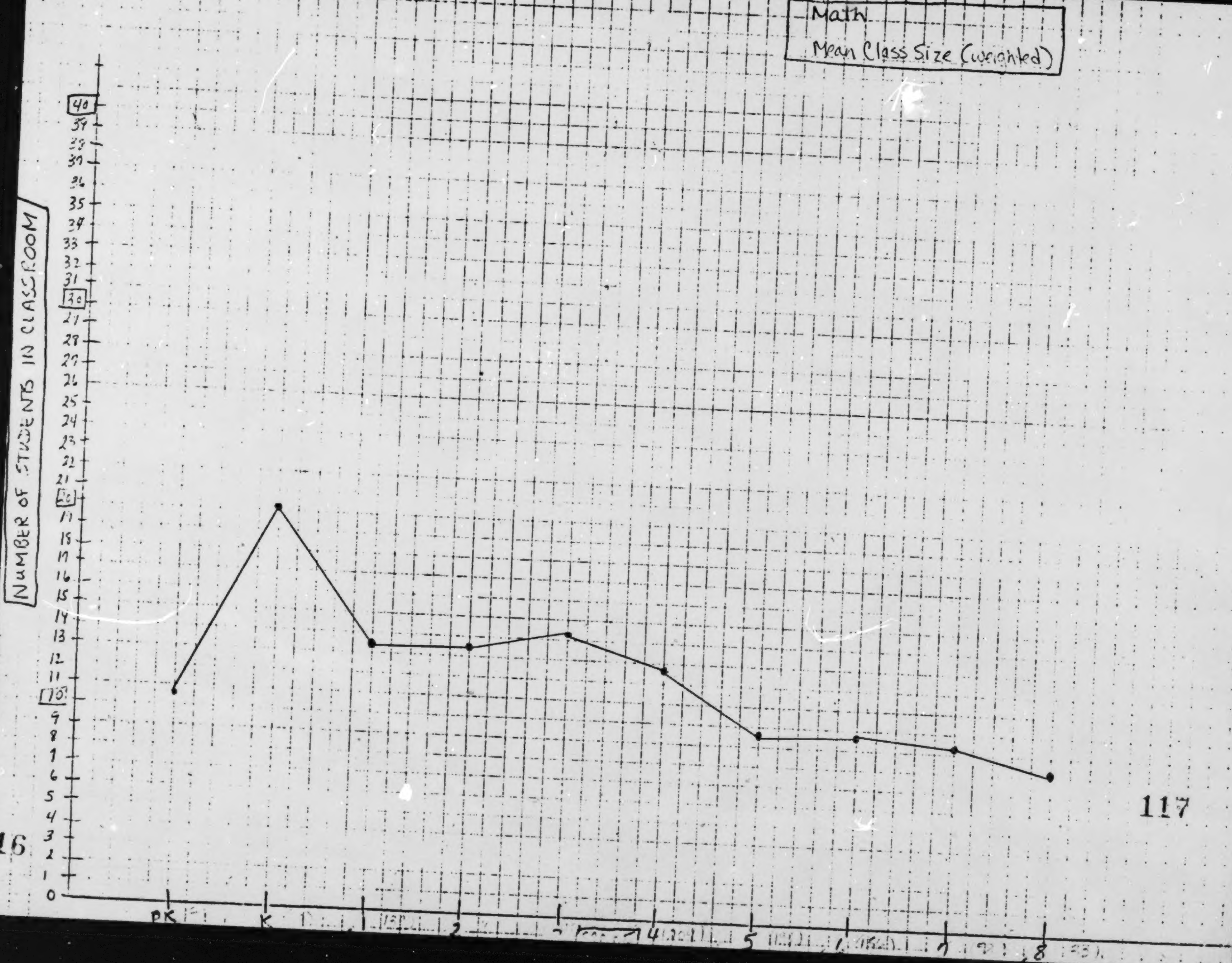

Percent of Providers giving CF Instruction in grades PK
Percent of Providers
55
50
45
40
35
30
25
20
15
10
5
Pre-Kinder-garten
Kinder-garten
1
2
3
4
5
6
7
8
Ungraded
Grades

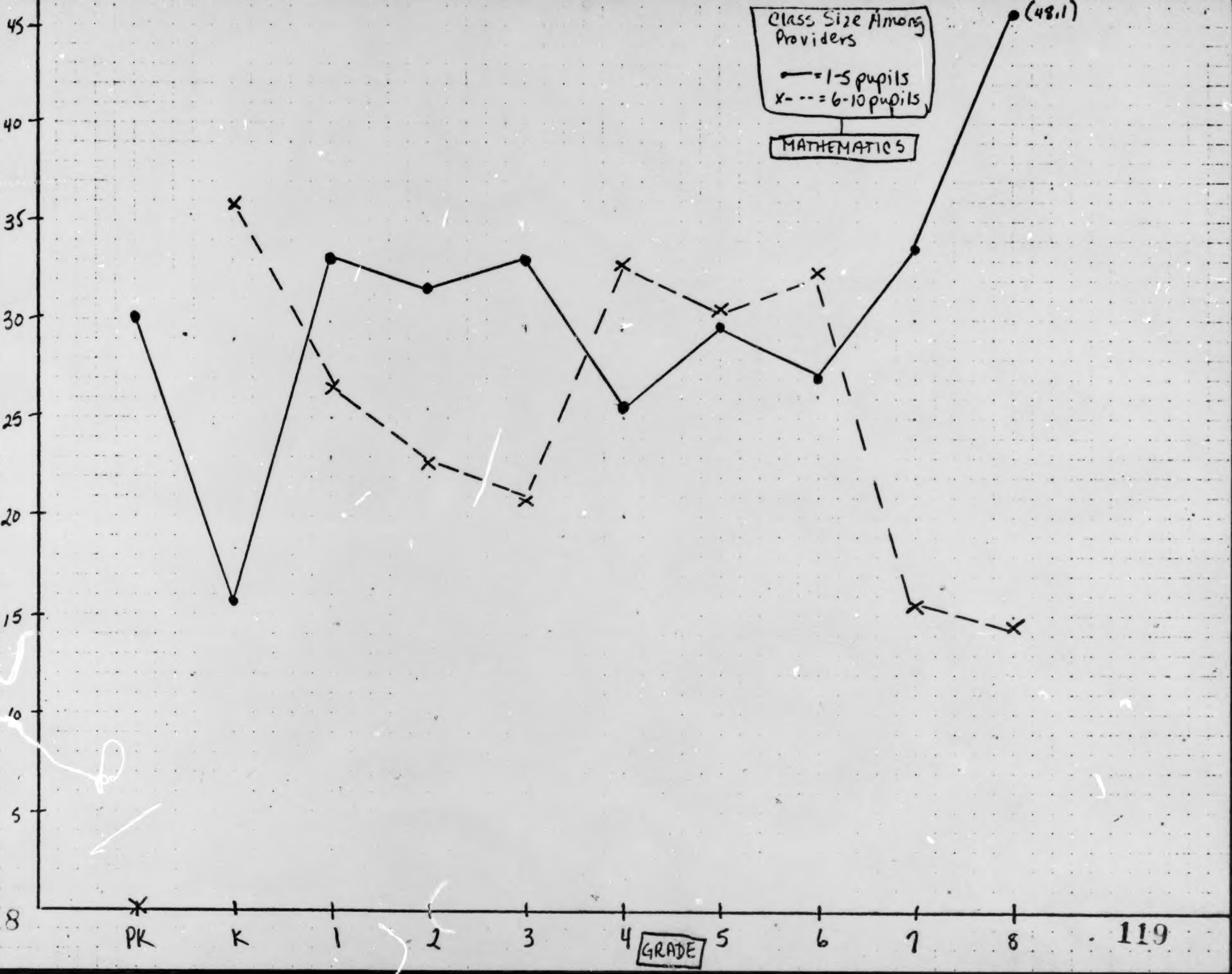

Reading
Mean Class Size (weighted)
Number of Students in Classroom
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
PK
K
1
2
3
4
5
6
7
8
GRADE
(180)
(99)
(66)

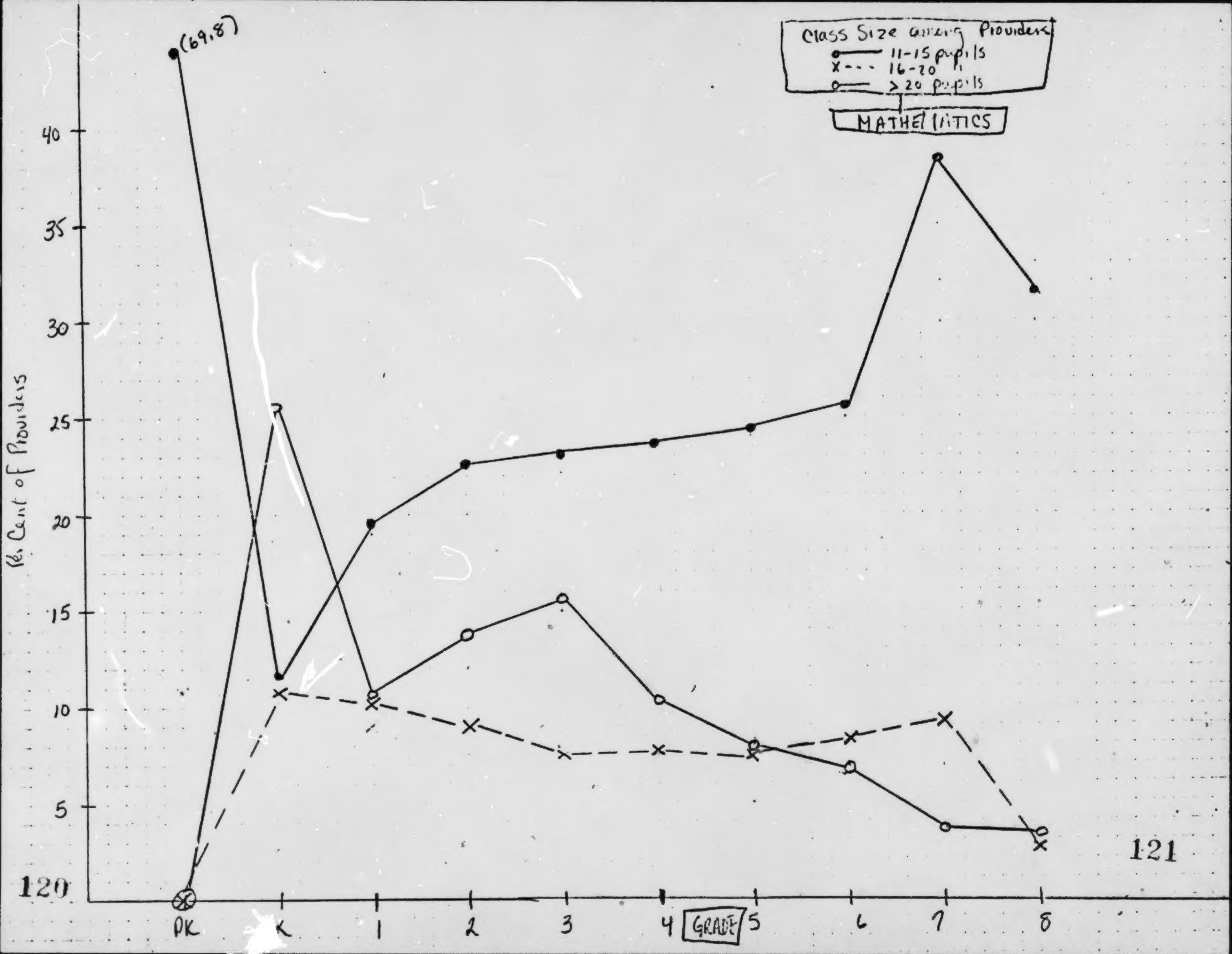

Class Size among Providers by Grade
—— = 1-5 pupils
x--- = 6-10 pupils
Reading
Percent of Providers
50
45
40
35
30
25
20
15
10
5
PK
K
1
2
3
4
GRADE
5
6
7
8

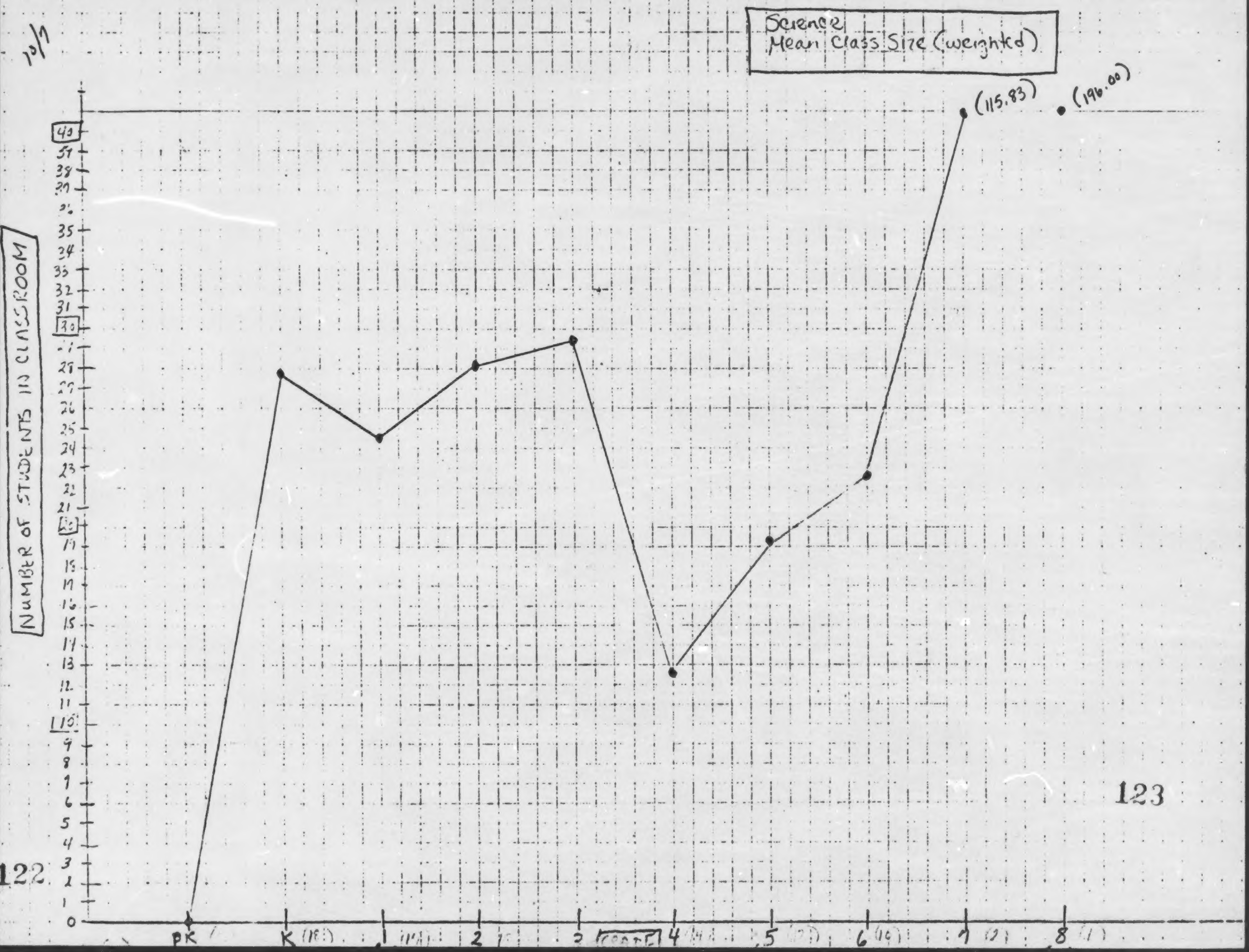

Class Size among Providers
= 11-15 pupils
X- -X = 16-20 "
o—o = >20 "
Reading
45
40
35
30
25
20
15
10
5
PK
K.
1
2
3
4
GRADE
5
6
7
8

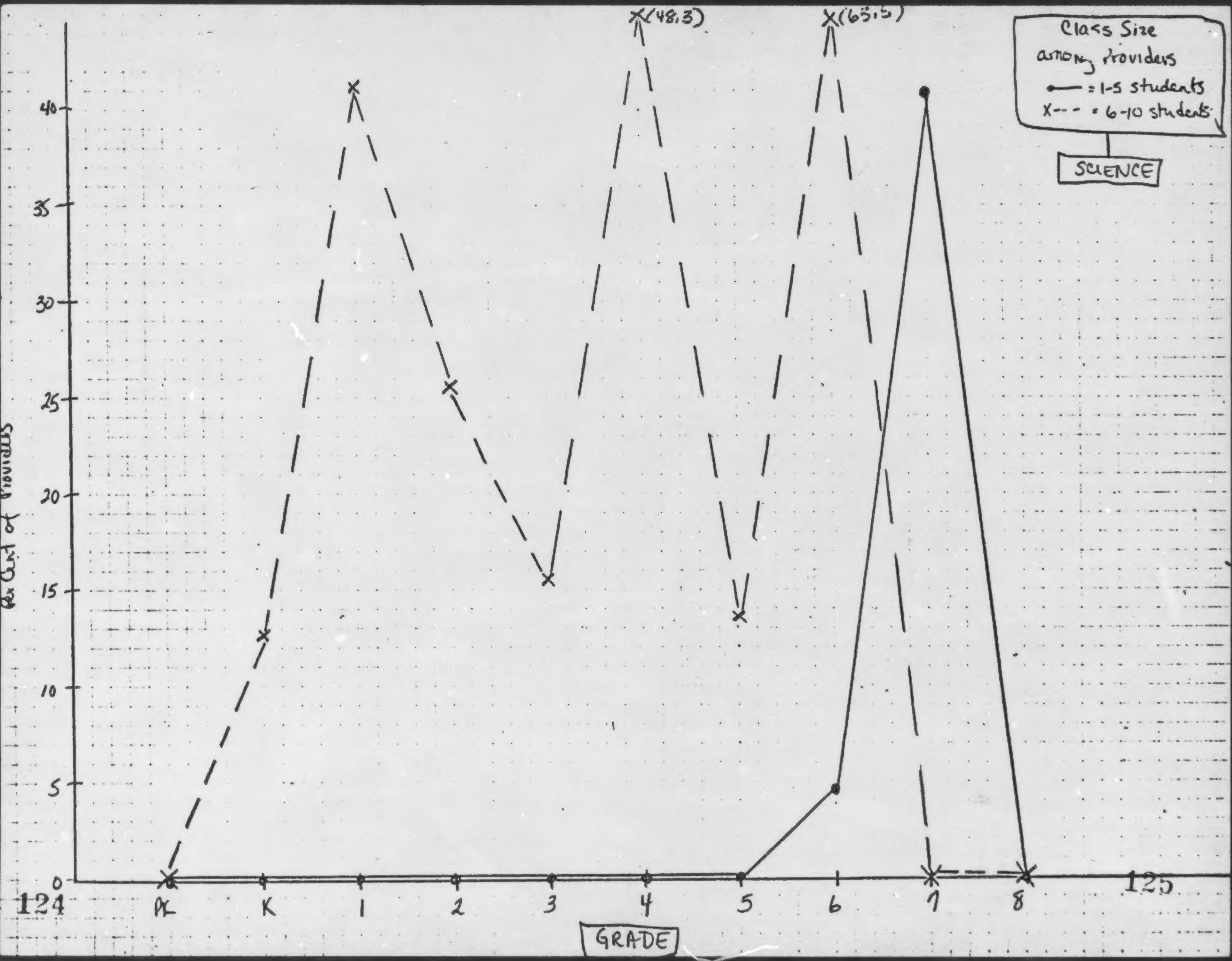
10/7

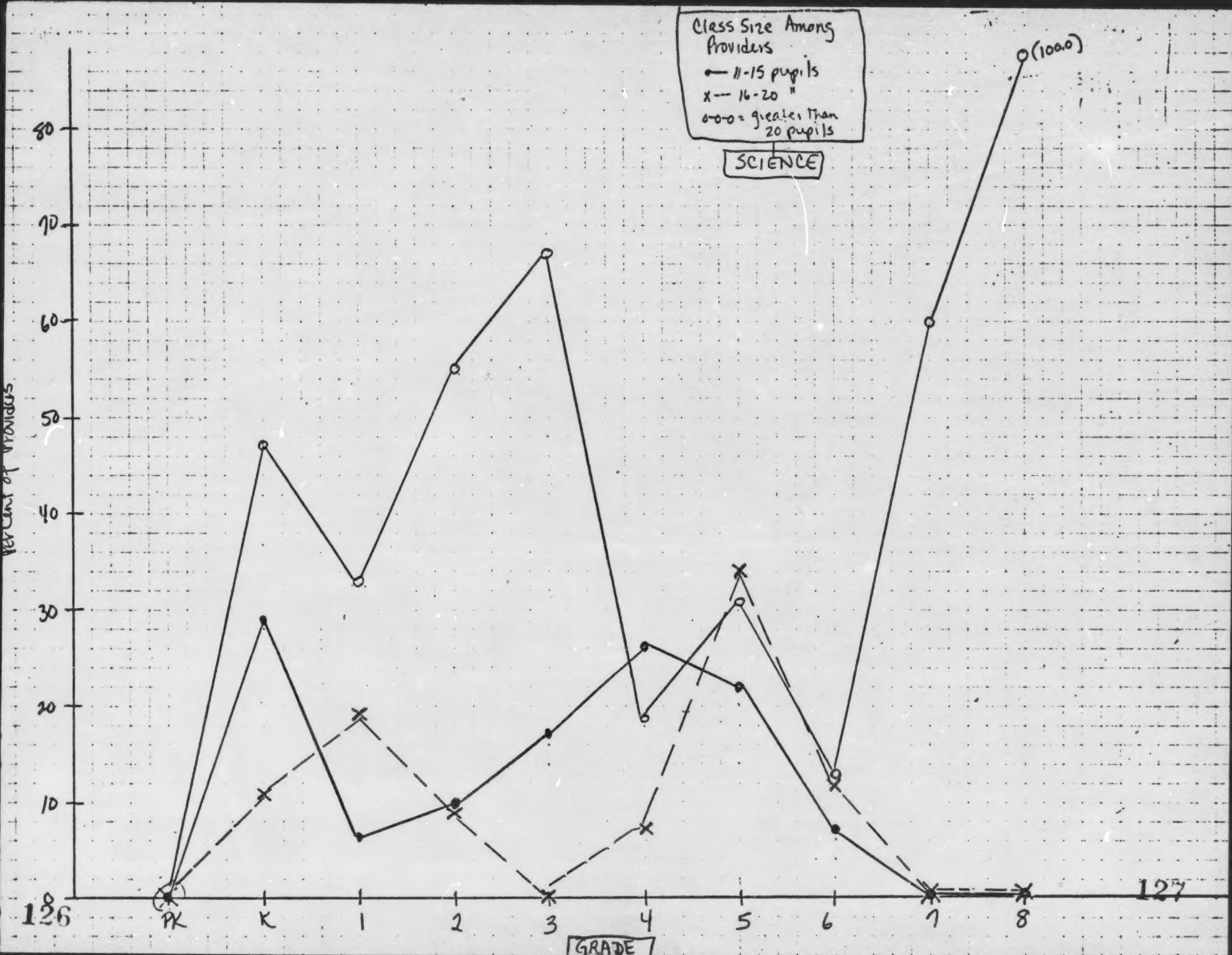

Math
Mean Class Size (weighted)
NUMBER OF STUDENTS IN CLASSROOM
40
39
38
37
36
35
34
33
32
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
PK
K
1
2
3
4
5
6
7
8

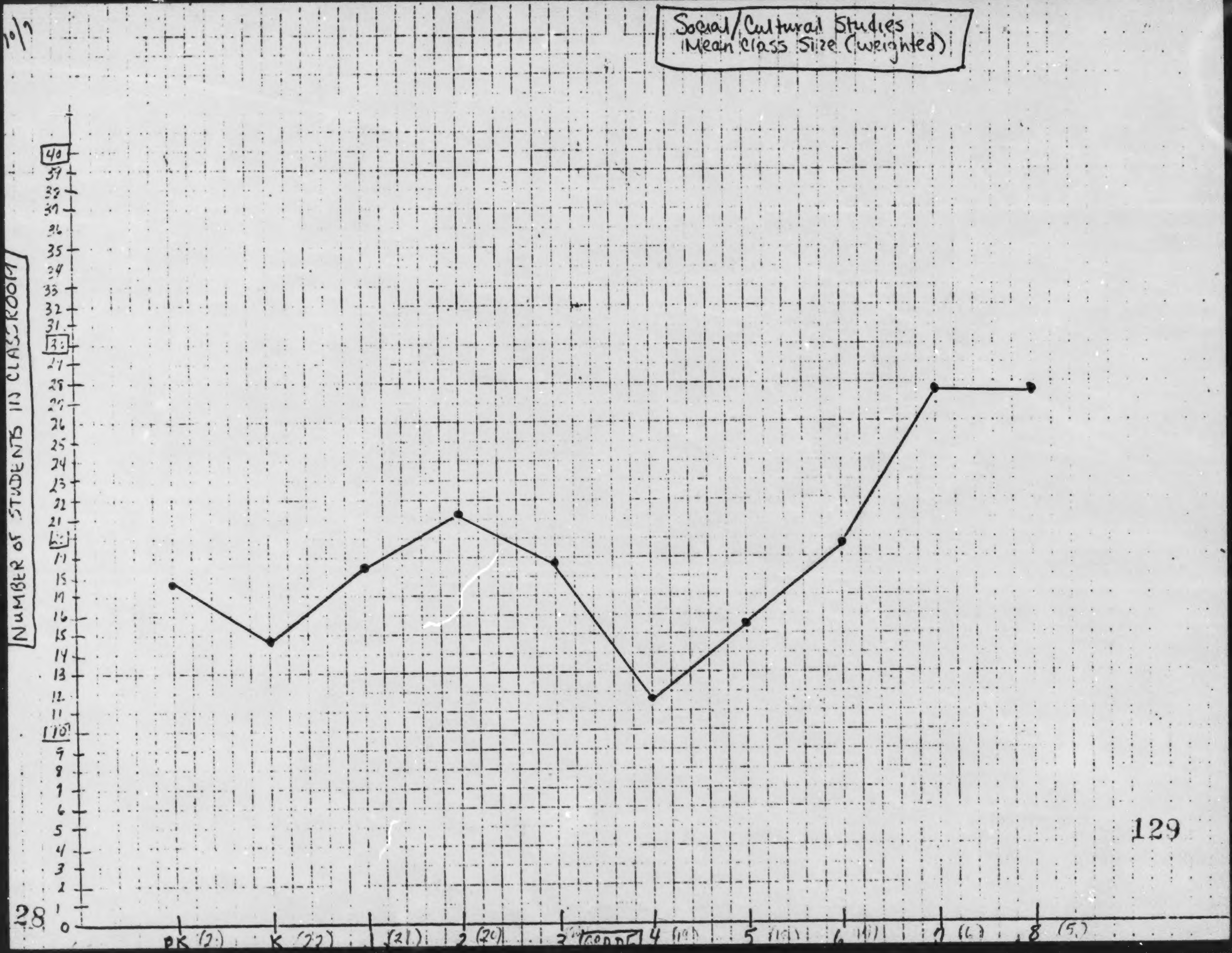

Class Size Among Providers
—•— = 1-5 pupils
x- - - = 6-10 pupils
MATHEMATICS
(48.1)
45
40
35
30
25
20
15
10
5
PK
K
1
2
3
4
5
6
7
8
GRADE

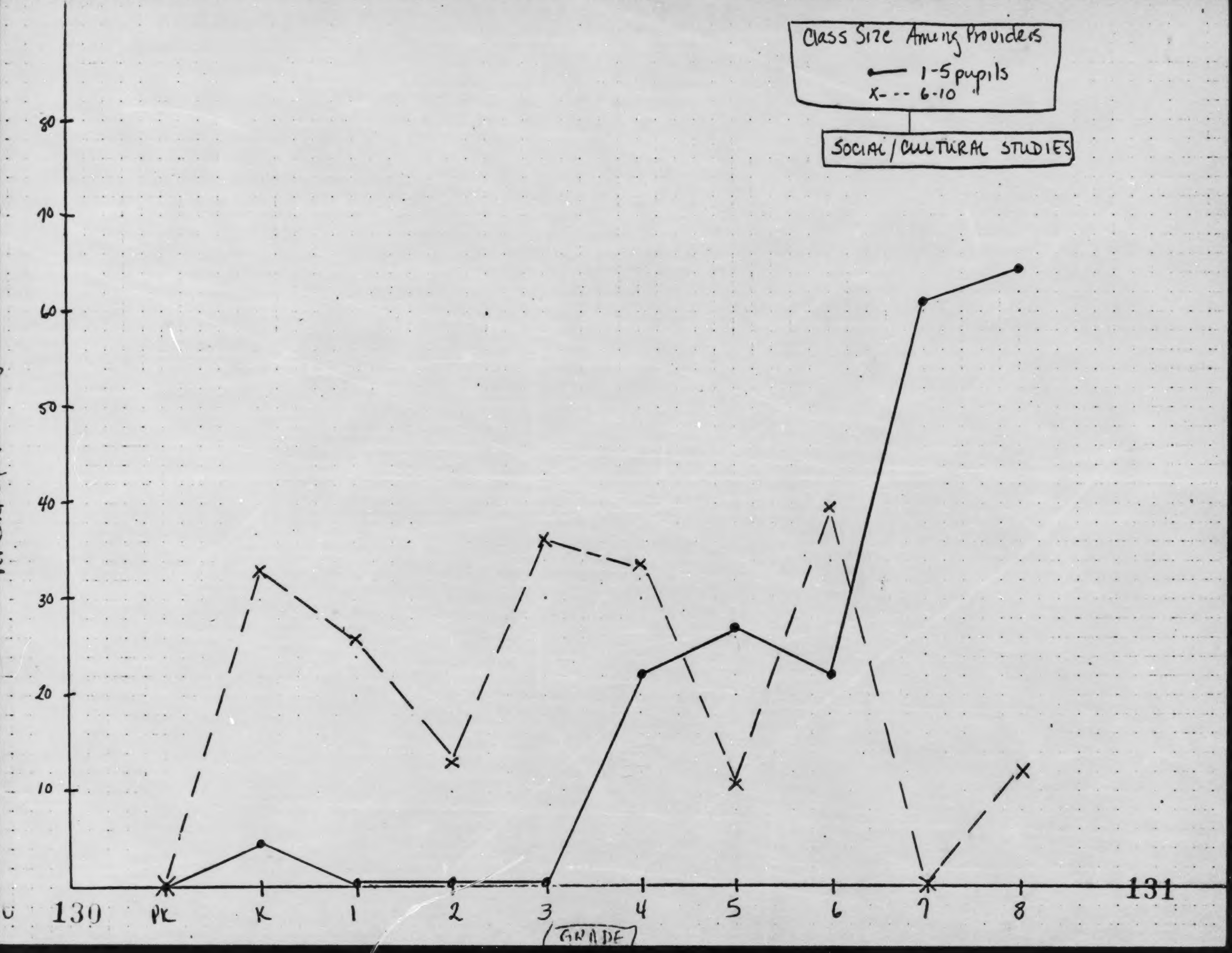

Class Size among Providers
11-15 pupils
16-20 "
> 20 pupils
MATHEMATICS
(69.8)
Per Cent of Providers
40
35
30
25
20
15
10
5
PK
K
1
2
3
4
GRADE
5
6
7
8

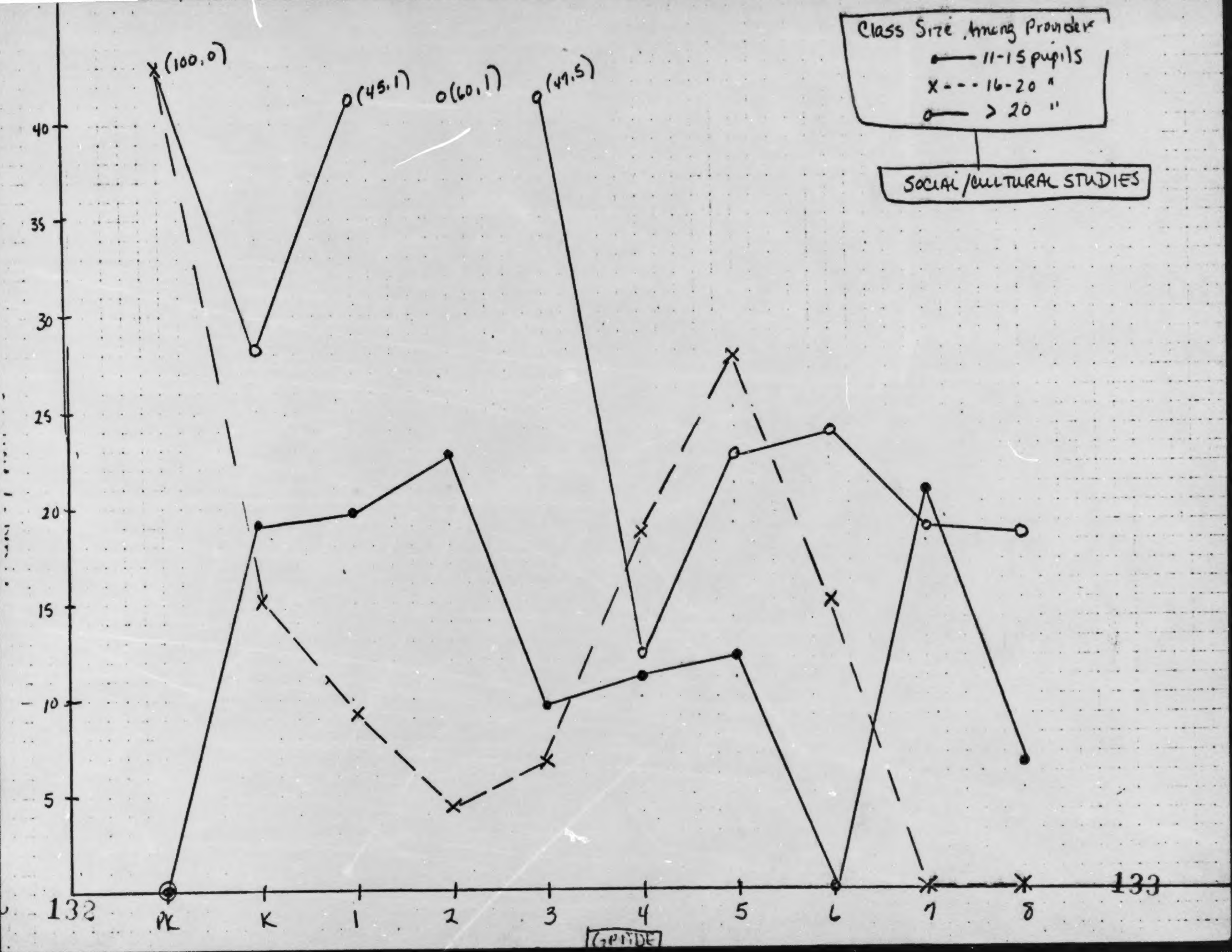

10/7
Science
Mean Class Size (weighted)
NUMBER OF STUDENTS IN CLASSROOM
(115.83)
(196.00)
40
30
20
10
0
PK
K (18)
1 (14)
2
3
GRADE
4
5
6 (10)
7 (2)
8 (1)

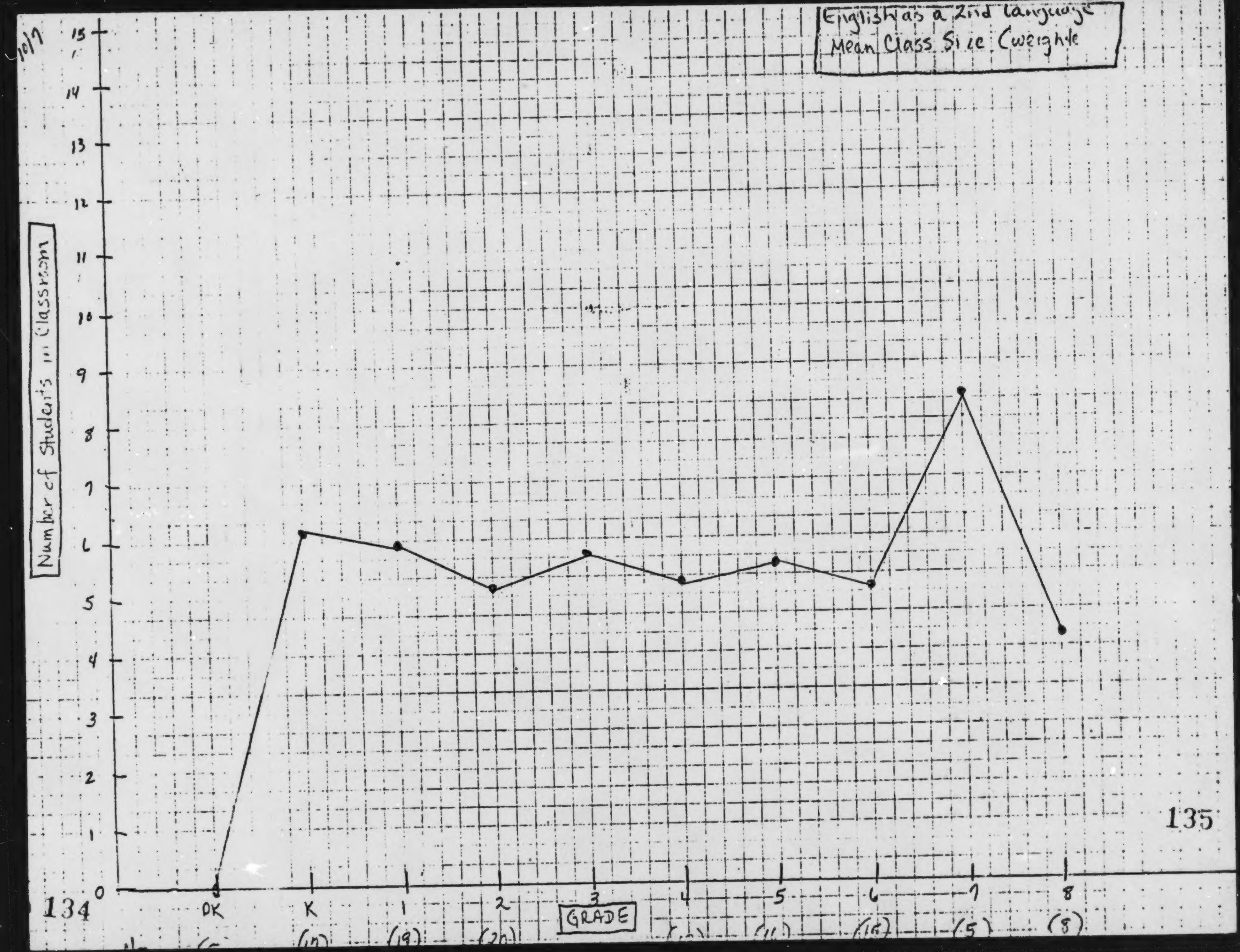

Class Size
among Providers
●— = 1-5 students
X--- = 6-10 students
SCIENCE
Per Cent of Providers
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
GRADE
(48.3)
(63.5)

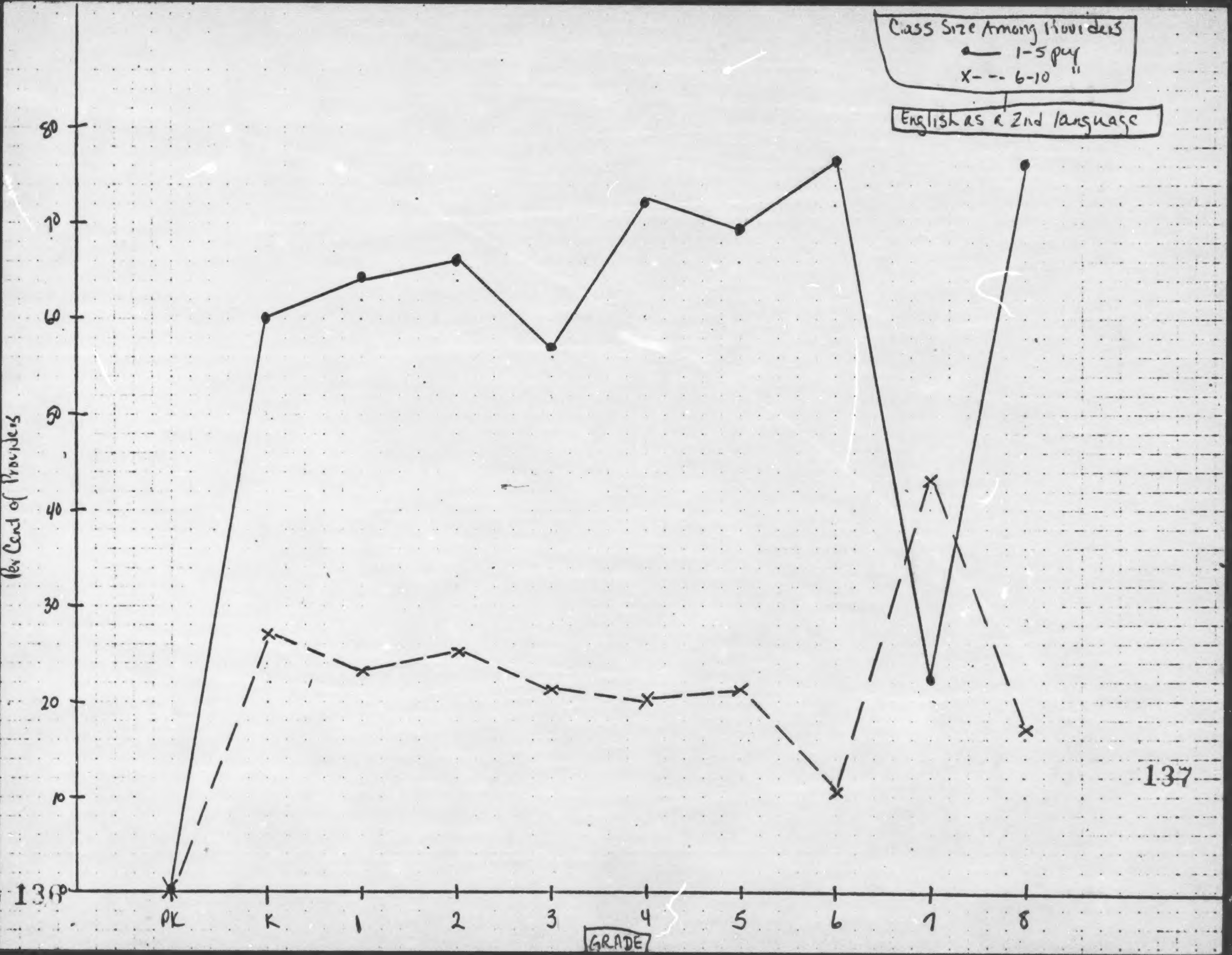

Class Size Among Providers
•— 11-15 pupils
x--- 16-20 "
o-o-o = greater than 20 pupils
SCIENCE
(100.0)
Percent of Providers
80
70
60
50
40
30
20
10
0
PK
K
1
2
3
4
5
6
7
8
GRADE

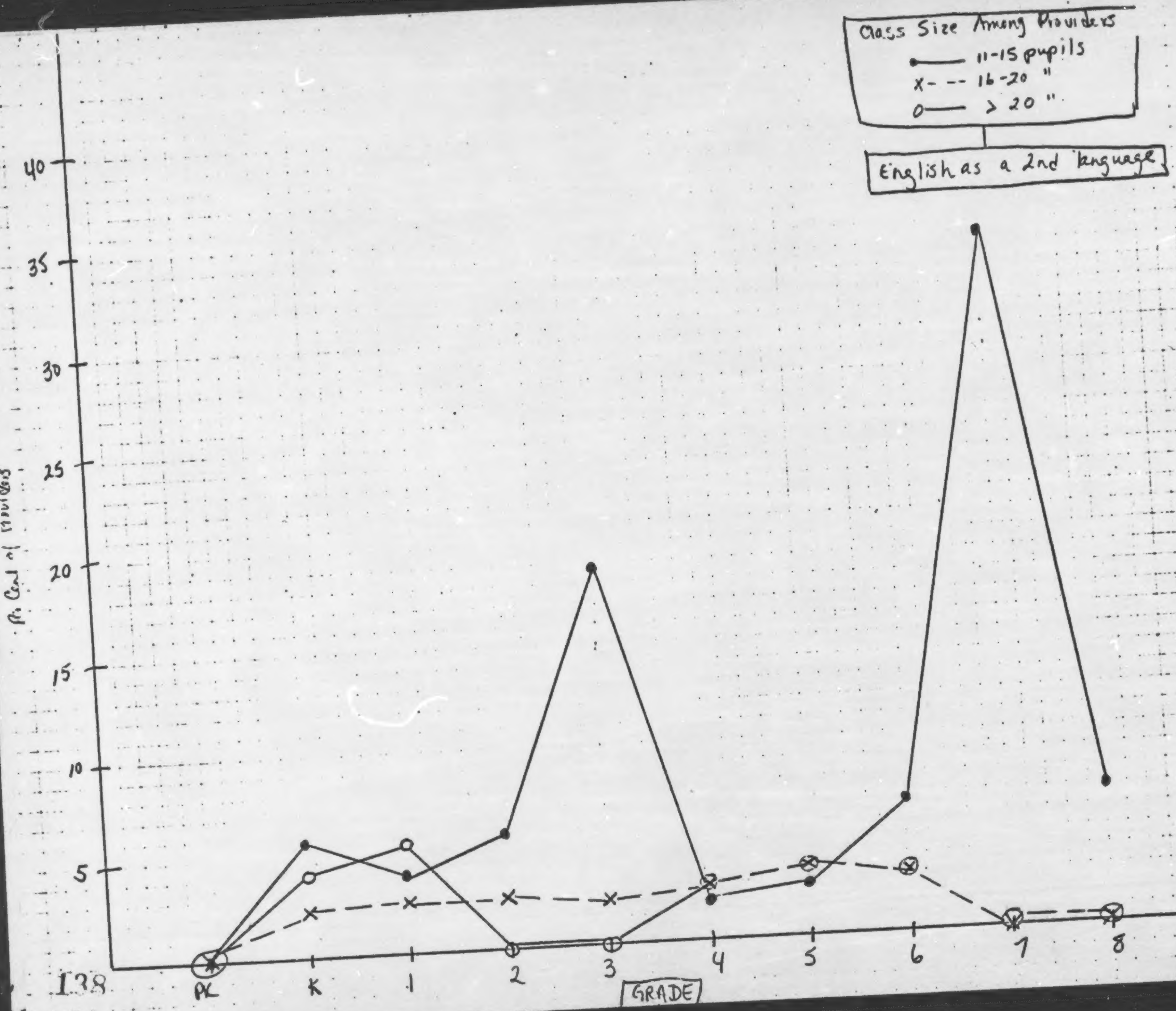
Social/Cultural Studies
Mean class Size (weighted)
NUMBER OF STUDENTS IN CLASSROOM
40
35
30
25
20
15
10
5
0
PK (2)
K (22)
1 (21)
2 (20)
3
GRADE
4
5
6
7 (6)
8 (5)

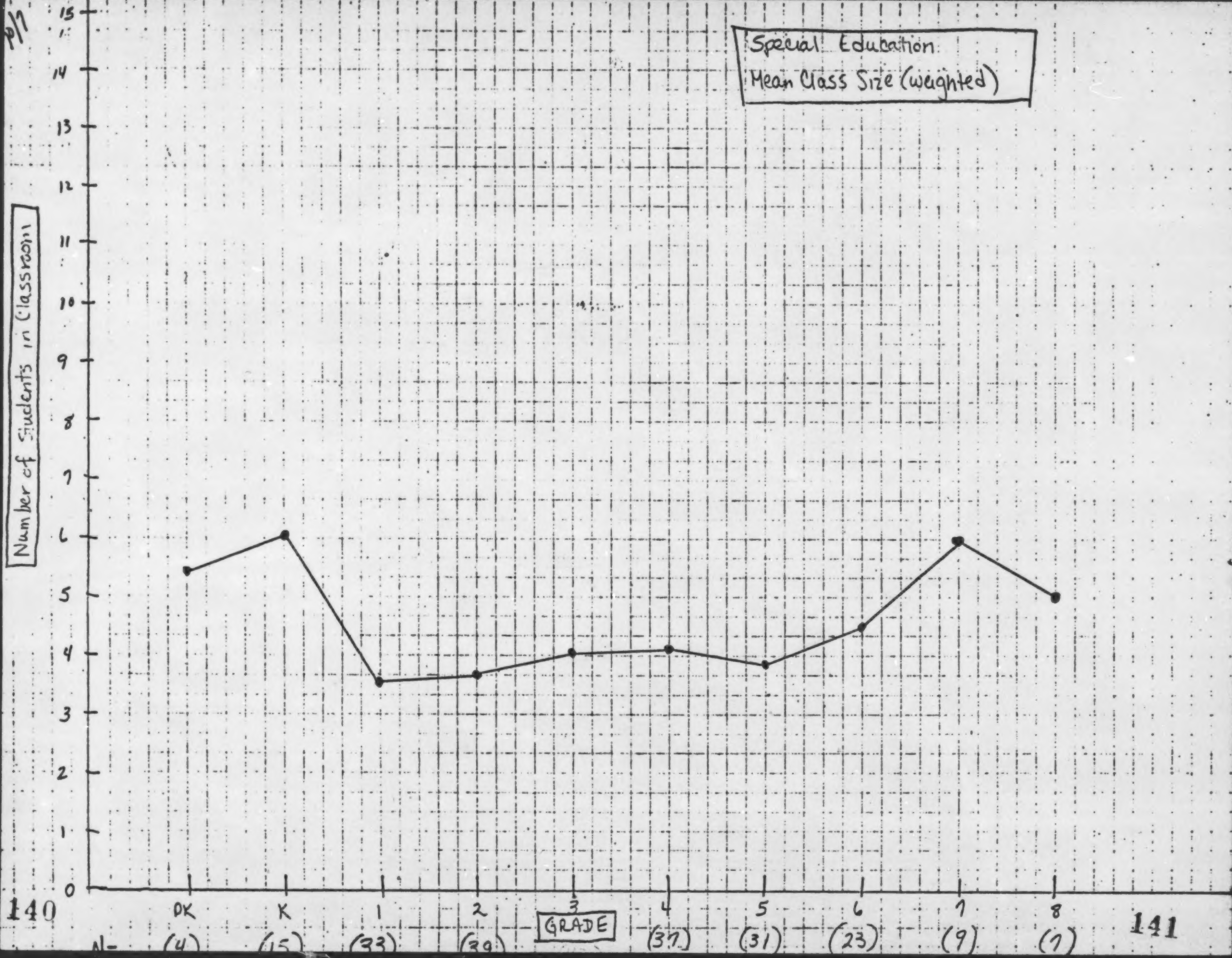

Class Size Among Providers
1-5 pupils
6-10 "
SOCIAL/CULTURAL STUDIES
80
70
60
50
40
30
20
10
PK
K
1
2
3
4
5
6
7
8
GRADE


Class Size Among Provider
11-15 pupils
16-20 "
> 20 "
SOCIAL/CULTURAL STUDIES
40
35
30
25
20
15
10
5
(100.0)
(45.1)
(60.1)
(47.5)
PK
K
1
2
3
4
5
6
7
8
GRADE


English as a 2nd language
Mean Class Size (weighte
Number of Students in Classroom
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
DK
K
1
2
3
4
5
6
7
8
GRADE
(19)
(5)
(8)

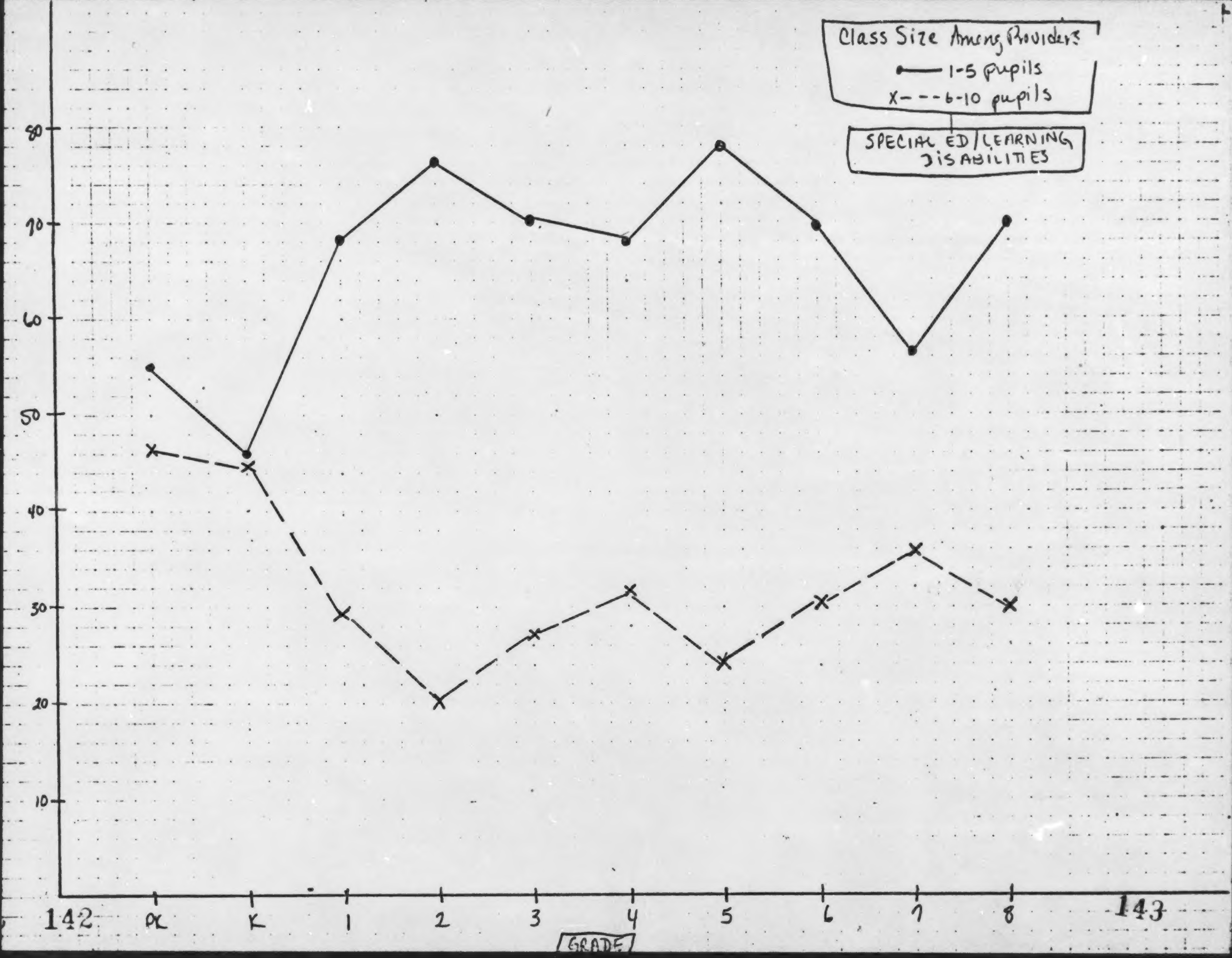

Class Size Among Providers
• — 1-5 pupils
x--- 6-10 "
English as a 2nd language
Per Cent of Providers
80
70
60
50
40
30
20
10
0
PK
K
1
2
3
4
5
6
7
8
GRADE

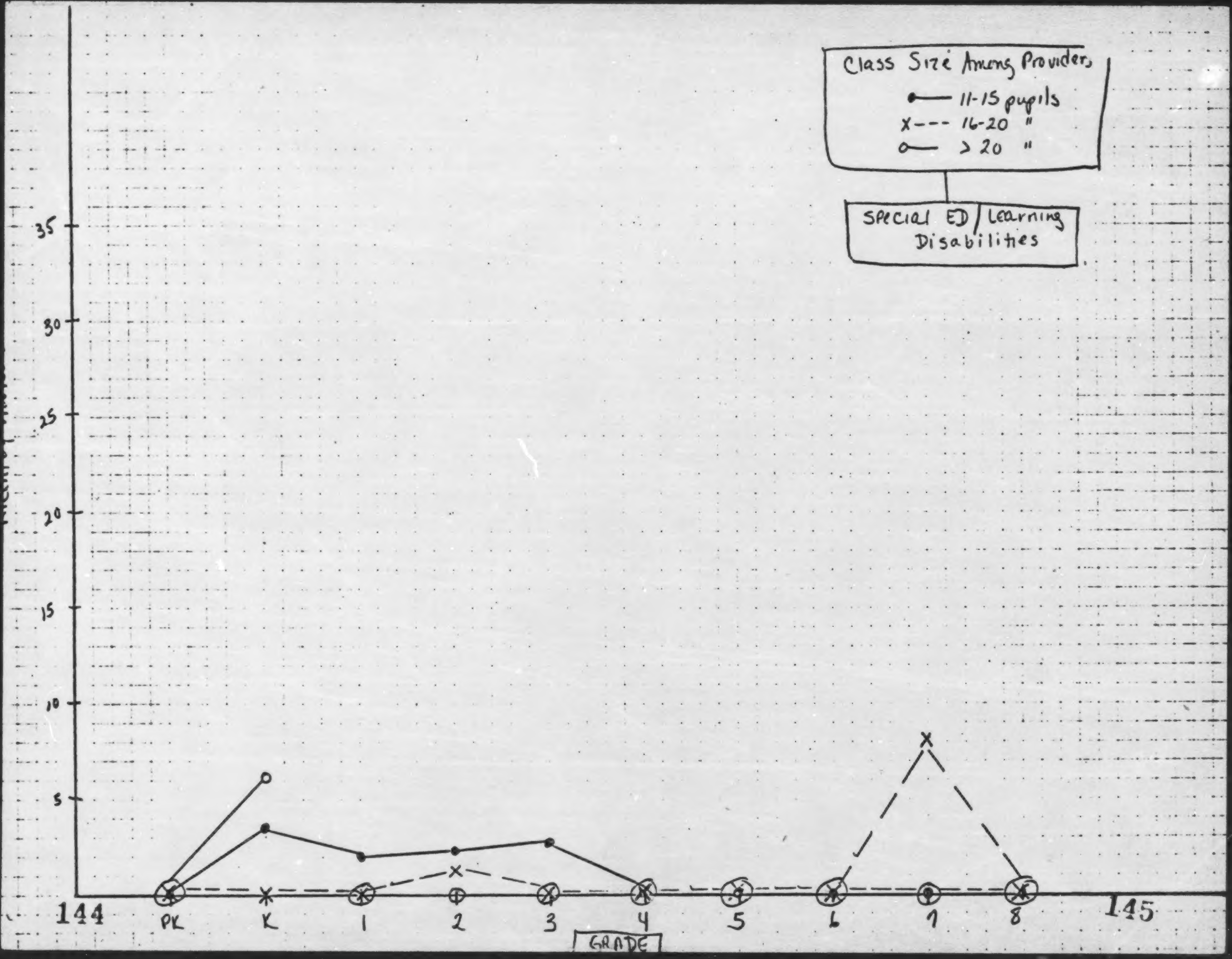

Class Size Among Providers
11-15 pupils
16-20 "
> 20 "
English as a 2nd language
Per Cent of Providers
40
35
30
25
20
15
10
5
PK
K
1
2
3
4
5
6
7
8
GRADE

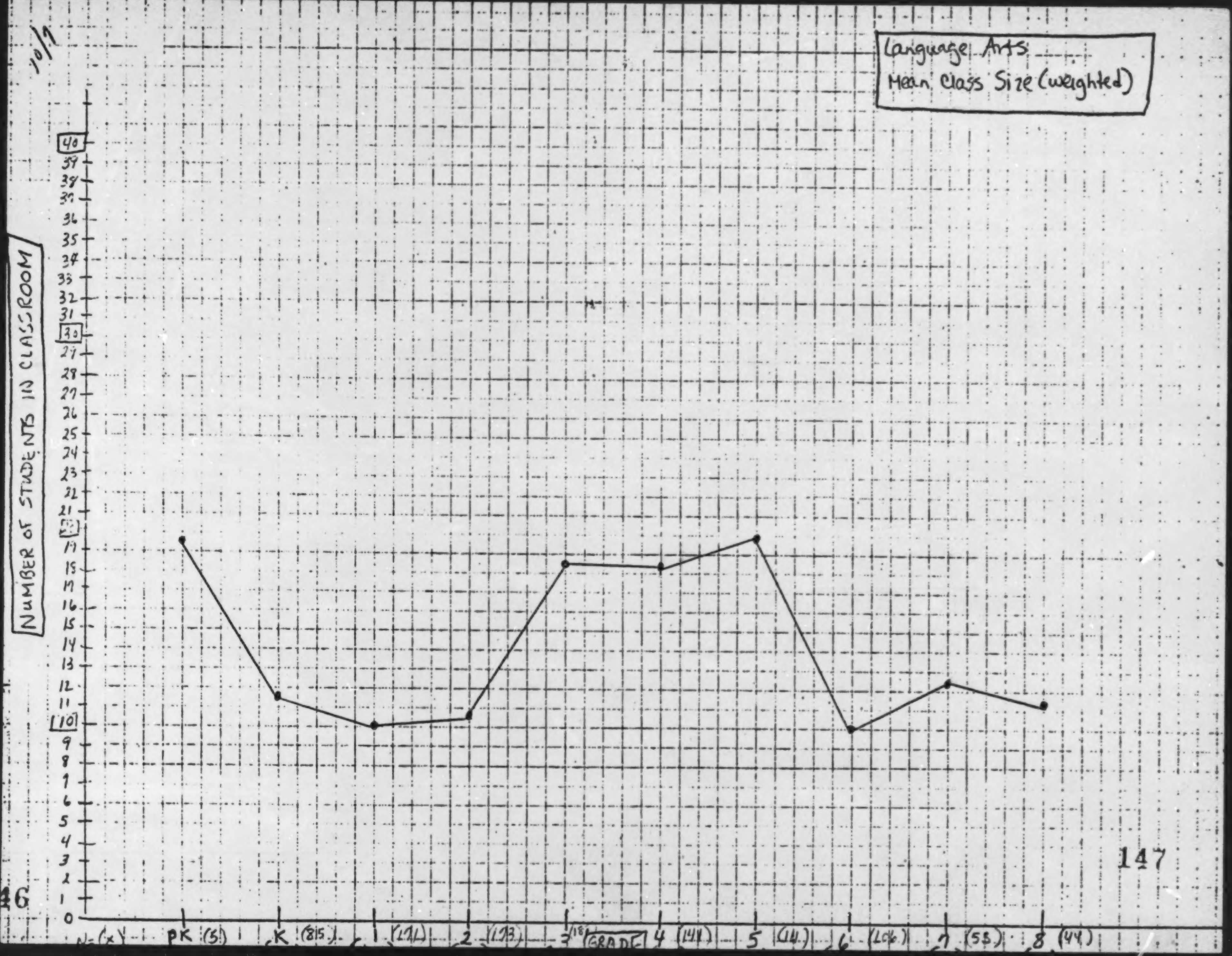


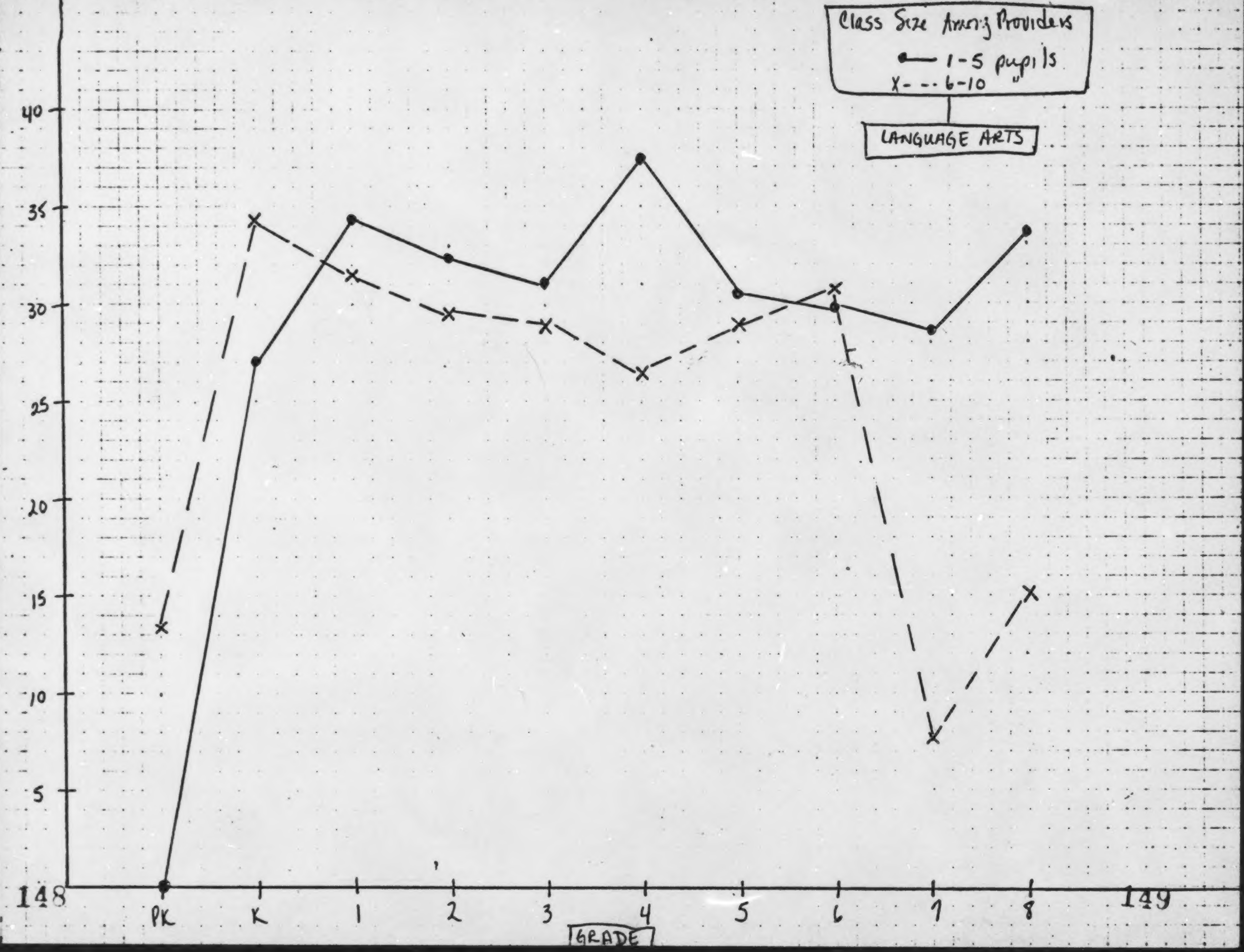
Special Education

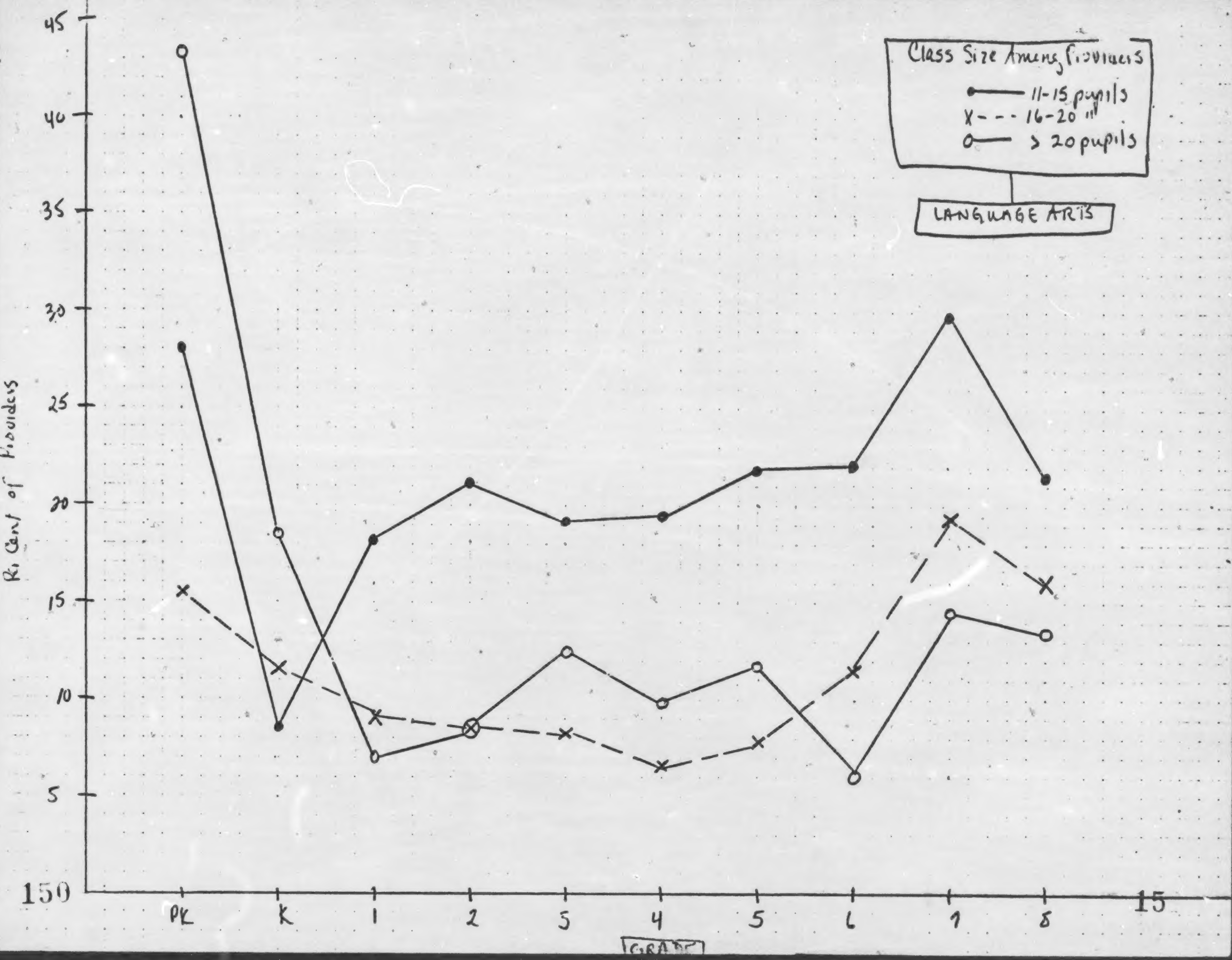
Mean Class Size (weighted)

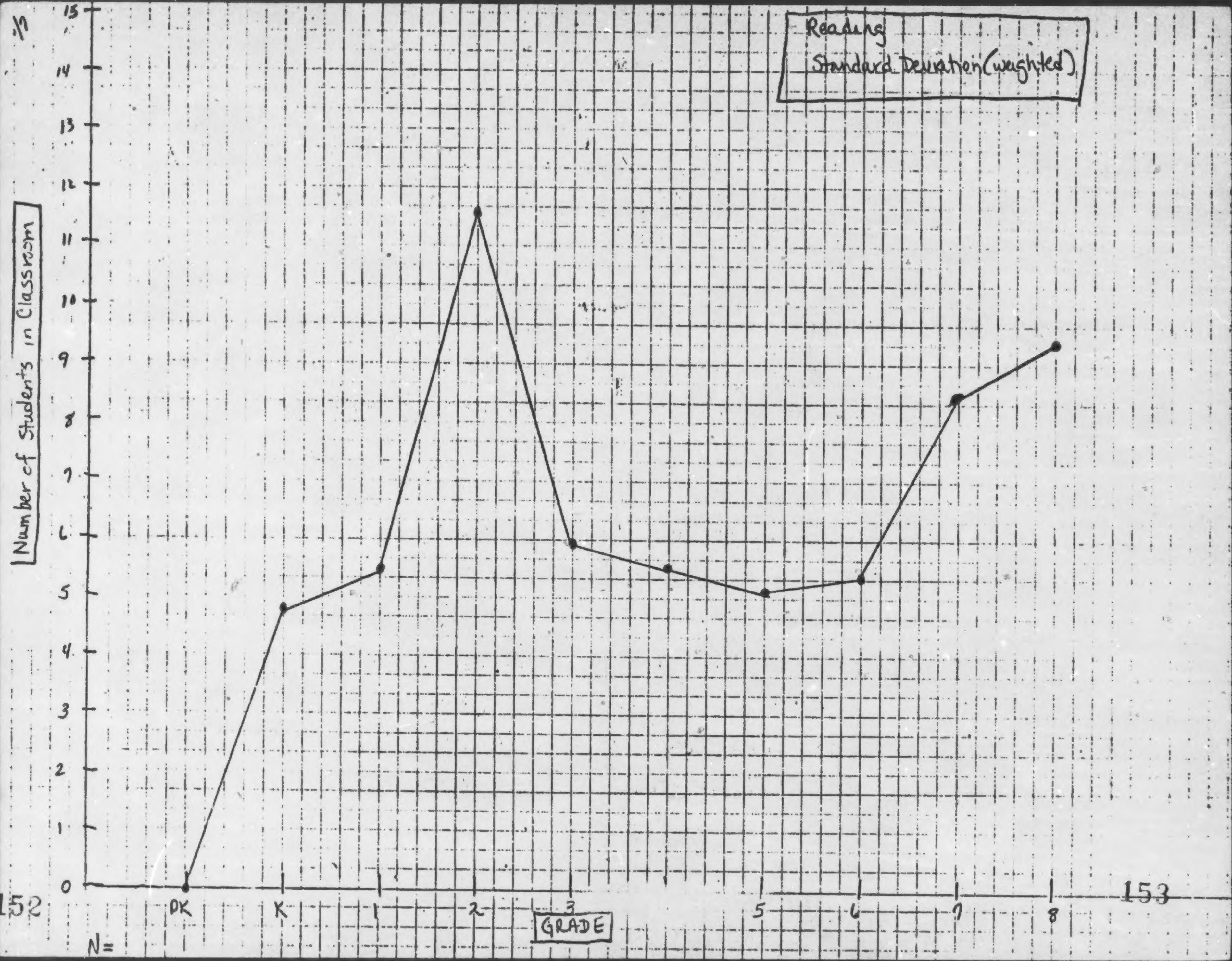

Class Size Among Providers
1-5 pupils
6-10 pupils
SPECIAL ED/LEARNING DISABILITIES
80
70
60
50
40
30
20
10
PK
K
1
2
3
4
5
6
7
8
GRADE


Class Size Among Providers
11-15 pupils
16-20 "
> 20 "
Special ED / Learning Disabilities
35
30
25
20
15
10
5
PK
K
1
2
3
4
5
6
7
8
GRADE

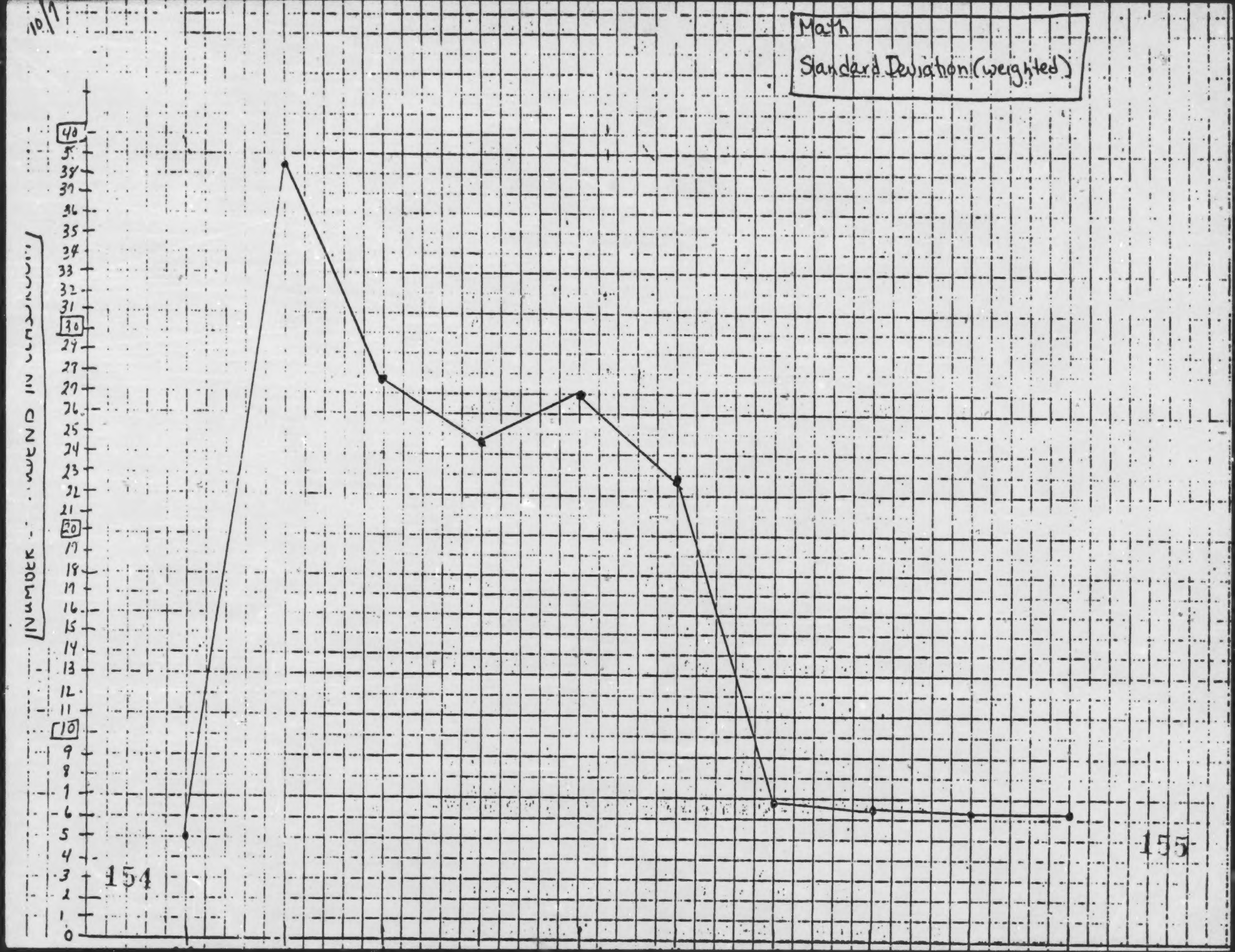

10/7
Language Arts
Mean Class Size (weighted)
NUMBER OF STUDENTS IN CLASSROOM
40
39
38
37
36
35
34
33
32
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
N=(x)
PK (5)
K (815)
1 (121)
2 (123)
3 (118)
GRADE
4 (144)
5 (114)
6 (106)
7 (55)
8 (44)


Class Size Among Providers
●— 1-5 pupils
X- - - 6-10 "
LANGUAGE ARTS
40
35
30
25
20
15
10
5
PK
K
1
2
3
4
5
6
7
8
GRADE

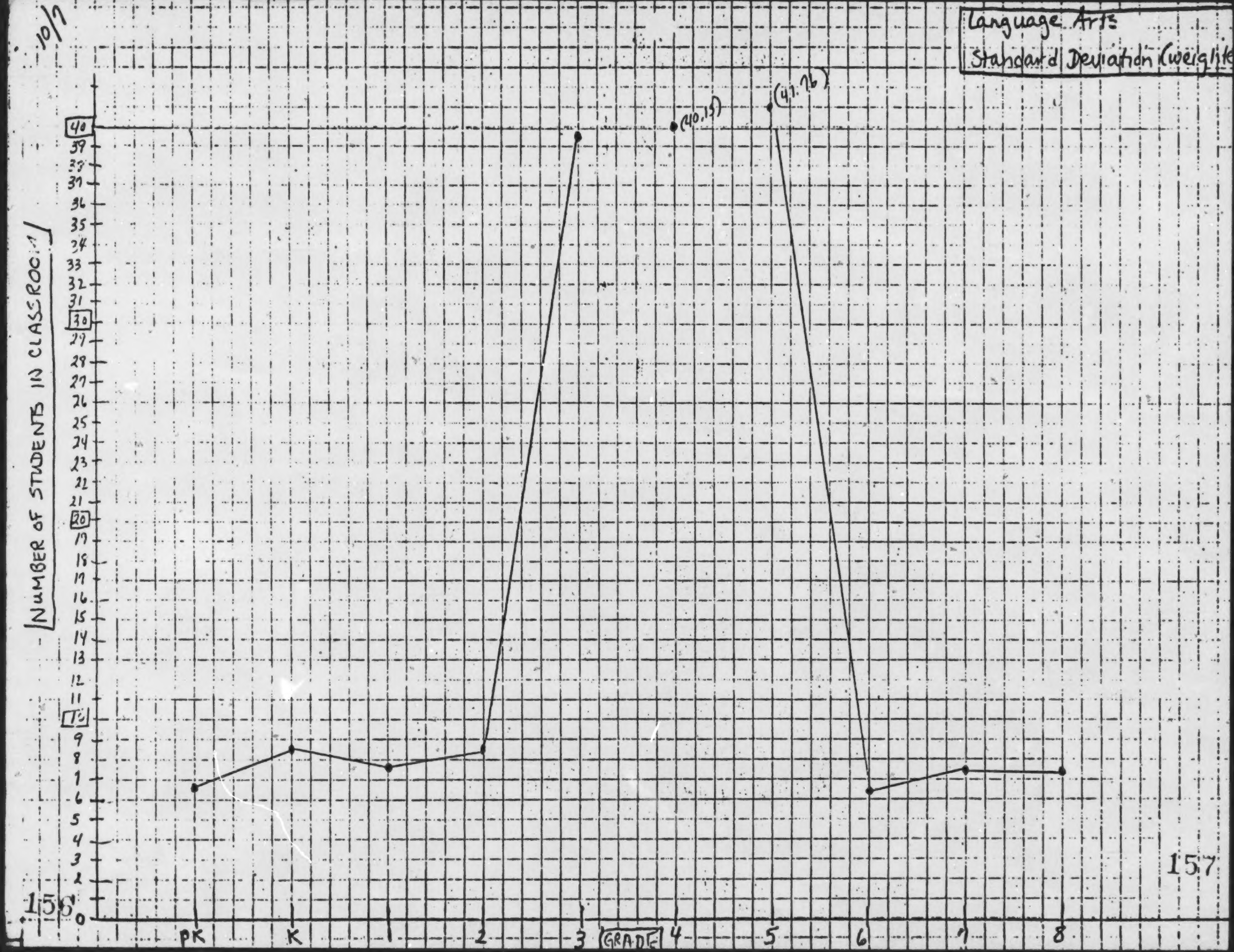

Class Size Among Providers
11-15 pupils
16-20 "
> 20 pupils
LANGUAGE ARTS
Per Cent of Providers
45
40
35
30
25
20
15
10
5
PK
K
1
2
3
4
5
6
7
8
GRADE

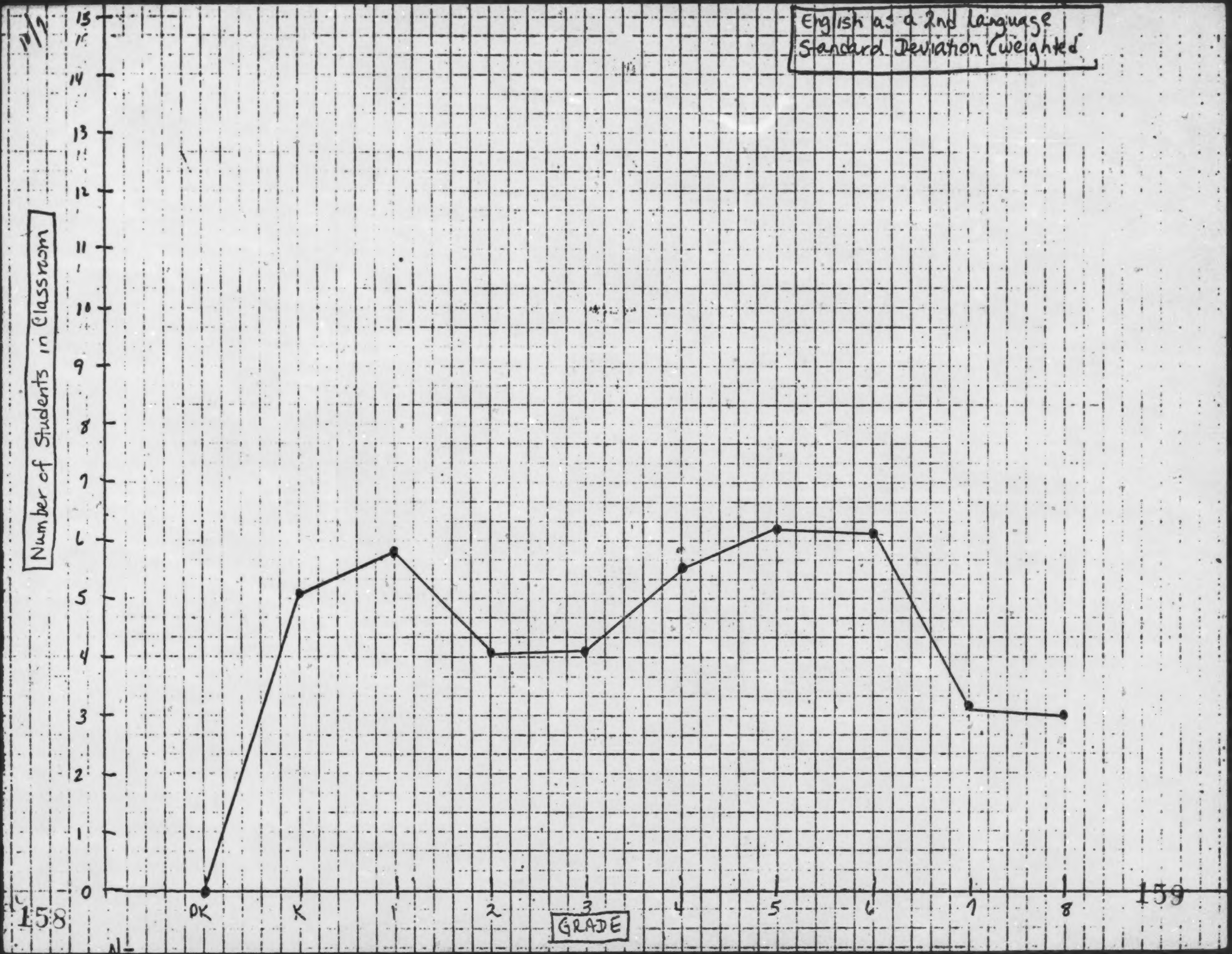

Reading
Standard Deviation (weighted)
Number of Students in Classroom
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
PK
K
1
2
3
5
6
7
8
GRADE
N=

110/7

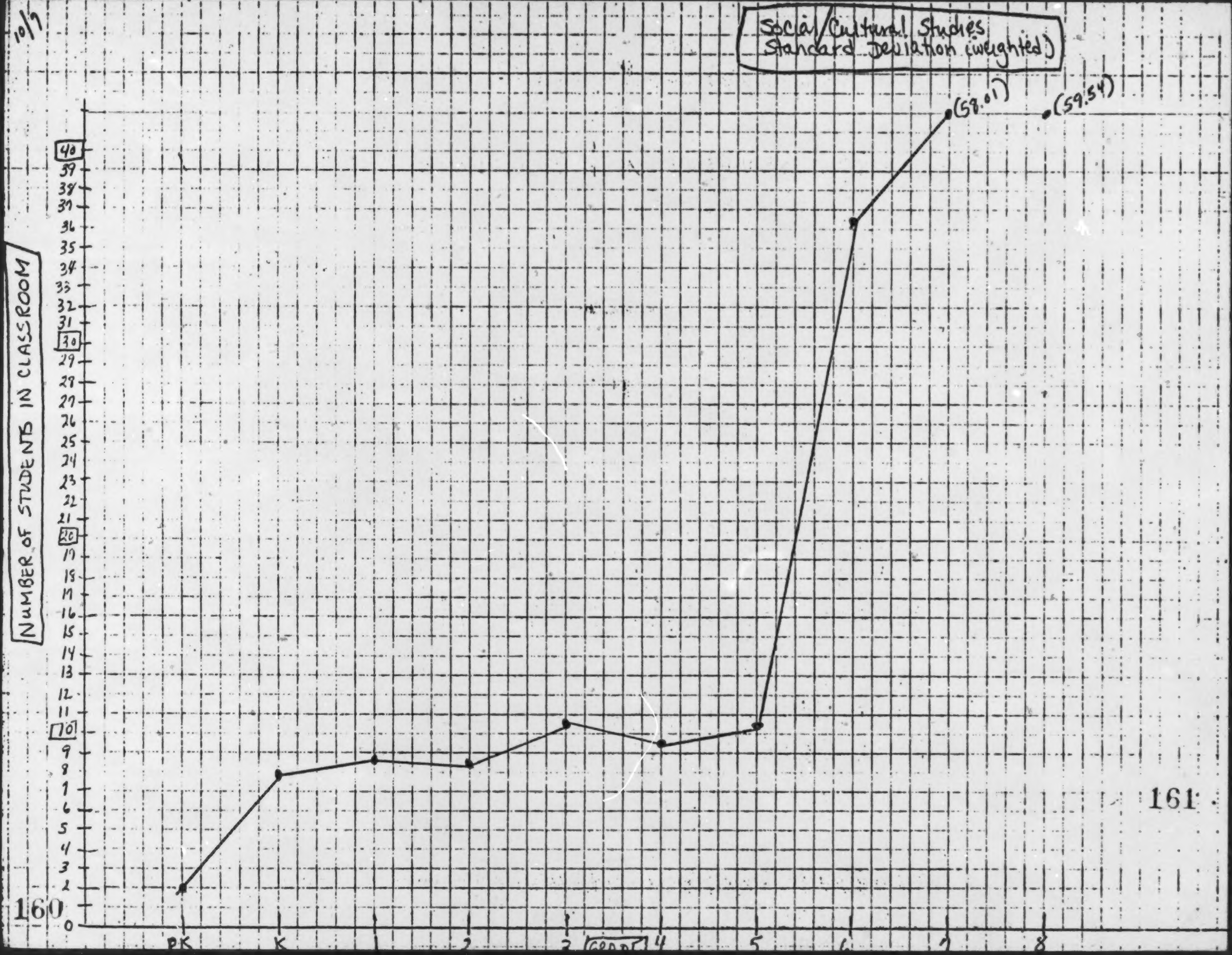

Math
Standard Deviation (weighted)
NUMBER IN CLASSROOM
40
39
38
37
36
35
34
33
32
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

10/7


Language Arts
Standard Deviation (weighte

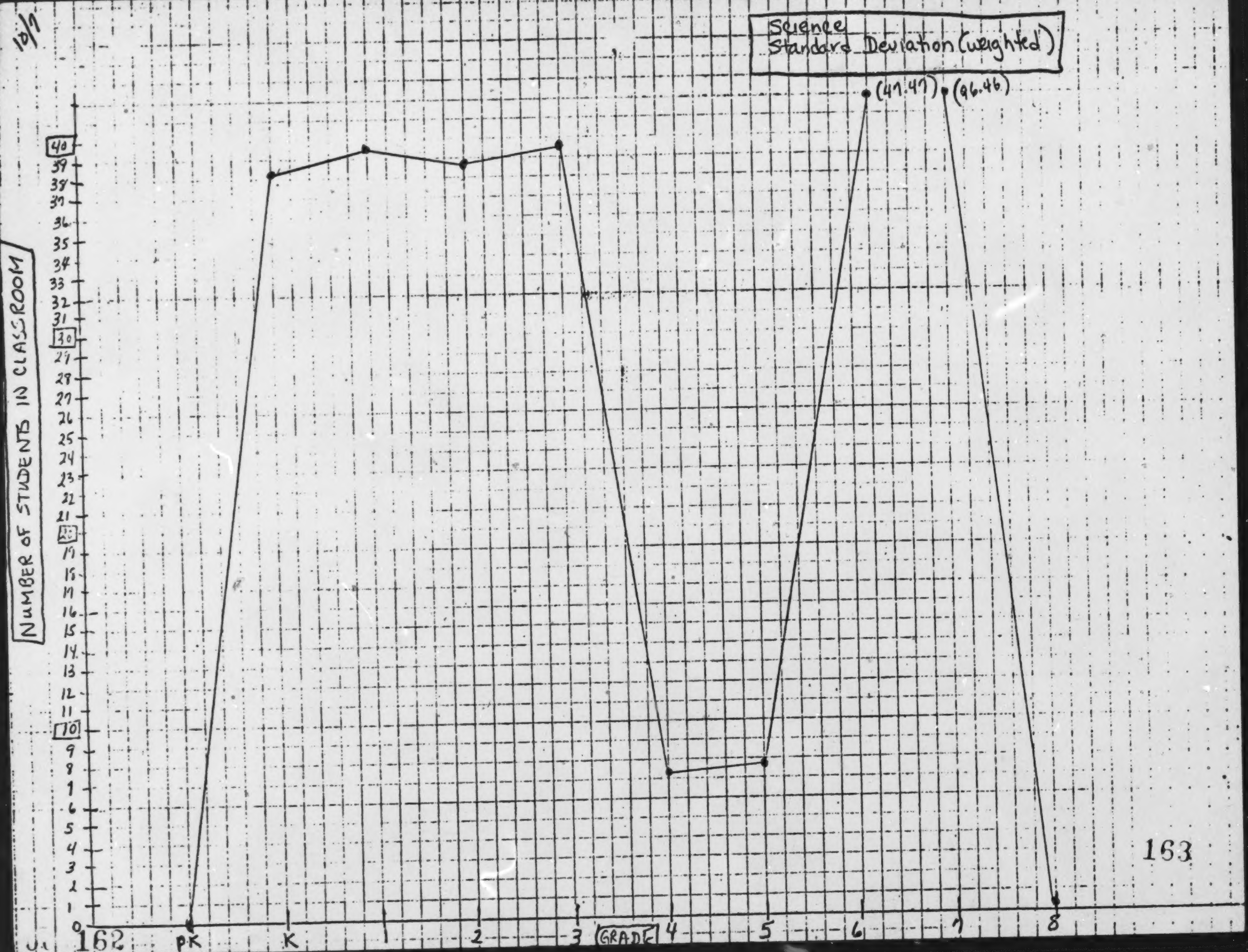

English as a 2nd Language
Standard Deviation (Weighted
Number of Students in Classroom
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
PK
K
1
2
3
4
5
6
7
8
GRADE

10/7



Social/Cultural Studies
Standard Deviation (weighted)

10/7



Science
Standard Deviation (weighted)

D. HOMEROOM TEACHER INTERVIEW DATA

National Estimates from Homeroom Data

	Per Cent	Standard Error
American Indians who are CE	48.53	4.30
Asian/Pacific Islanders who are CE	43.23	4.18
Spanish Surname who are CE	56.44	2.96
Black without Spanish Surname who are CE . . .	52.35	3.42
Caucasian without Spanish Surname who are CE .	28.29	1.85
Per cent of total who are American Indian . .	.63	.25
Per cent of total who are Asian/Pacific Islander	.66	.15
Per cent of total who are Spanish Surname . .	6.23	1.55
Per cent of total who are Black without Spanish Surname	23.68	4.08
Per cent of total who are Caucasian without Spanish Surname	68.73	4.29
Per cent of total who are CE	35.96	2.14
Per cent of CE who are American Indian . . .	.85	.40
Per cent of CE who are Asian/Pacific Islander.	.80	.20
Per cent of CE who are Spanish Surname . . .	9.79	2.19
Per cent of CE who are Black without Spanish Surname	34.49	5.84
Per cent of CE who are Caucasian without Spanish Surname	54.02	5.82
Per cent of CE children who are male	58.73	.87
Per cent of CE children who are female	44.70	.78

National Estimates from Homeroom Data

	Per Cent	Standard Error
Per Cent of Total Who Are:		
Absent on an average day	7.34	.27
New students	10.47	.71
Students who left school	6.06	.36
Bilingual students	3.43	.69
Per Cent of CE Who Are:		
Absent on an average day	7.06	.38
New students	5.91	.47
Students who left school	5.03	.40
Bilingual students	6.37	1.23

NATIONAL ESTIMATES FOR HOMEROOM DATA

Homeroom Data	Per Cent	Standard Error
Homeroom teachers who are bilingual matching compensatory education students' language . .	5.04	1.24
Bilingual compensatory education children with bilingual homeroom teachers	43.96	3.62
Bilingual compensatory education children who have academic subjects taught regularly to them in home language	30.89	3.99
Homeroom teachers who received training in compensatory education	19.49	2.40
Compensatory education children who have homeroom teachers who received training in compensatory education	26.34	3.08
Compensatory education children who have coordinated instruction in regular and compensatory education classes	73.98	2.04

National Estimates from Homeroom Data

(NATIONAL TOTALS)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	50.41	2.80
Mathematics	44.44	4.28
Science	12.19	2.57
Social/cultural studies	13.74	2.83
English as a second language	2.86	.62
Special education/learning disabilities	5.31	.83
Language arts/communication skills . .	5.68	1.10
Reading programs and language arts with reading	81.47	2.49
Language arts programs without reading.	5.68	1.10

National Estimates from Homeroom Data

(KINDERGARTEN)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	8.76	2.24
Mathematics	53.67	7.65
Science	27.10	6.67
Social/cultural studies	37.86	9.40
English as a second language	5.75	2.50
Special education/learning disabilities	5.63	1.57
Language arts/communication skills . .	61.86	7.47
Reading programs and language arts with reading	54.33	9.10
Language arts programs without reading.	15.22	4.65

National Estimates from Homeroom Data

(FIRST GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	44.32	4.28
Mathematics	38.92	6.42
Science	16.11	4.99
Social/cultural studies	15.49	4.50
English as a second language	3.13	1.46
Special education/learning disabilities	5.08	1.23
Language arts/communication skills . .	41.51	6.62
Reading programs and language arts with reading	79.57	5.99
Language arts programs without reading.	5.56	1.68

National Estimates from Homeroom Data

(SECOND GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	53.15	4.30
Mathematics	41.61	5.01
Science	14.00	3.21
Social/cultural studies	13.86	4.24
English as a second language	3.00	1.23
Special education/learning disabilities	4.18	.87
Language arts/communication skills . .	35.42	5.46
Reading programs and language arts with reading	87.68	3.71
Language arts programs without reading.	3.27	1.02

National Estimates from Homeroom Data

(THIRD GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	57.60	4.36
Mathematics	41.52	5.15
Science	9.77	2.57
Social/cultural studies	12.60	3.45
English as a second language	4.09	1.50
Special education/learning disabilities	8.23	1.85
Language arts/communication skills	34.76	4.36
Reading programs and language arts with reading	91.16	3.11
Language arts programs without reading.	2.56	.78

National Estimates from Homeroom Data

(FOURTH GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	54.26	4.86
Mathematics	52.08	5.65
Science	12.98	3.30
Social/cultural studies	13.55	2.55
English as a second language	3.32	1.35
Special education/learning disabilities	6.65	1.44
Language arts/communication skills . .	34.00	5.25
Reading programs and language arts with reading	85.02	3.17
Language arts programs without reading.	6.23	2.34

National Estimates from Homeroom Data

(FIFTH GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	55.90	4.47
Mathematics	53.08	5.33
Science	10.05	3.13
Social/cultural studies	15.12	4.04
English as a second language	4.11	1.65
Special education/learning disabilities	3.87	1.15
Language arts/communication skills	34.39	5.79
Reading programs and language arts with reading	83.93	2.69
Language arts programs without reading.	7.85	2.83

National Estimates from Homeroom Data

(SIXTH GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	63.33	4.07
Mathematics	48.45	5.39
Science	8.61	2.24
Social/cultural studies	9.13	2.28
English as a second language	1.13	.80
Special education/learning disabilities	3.27	.96
Language arts/communication skills . .	28.96	5.67
Reading programs and language arts with reading	88.38	3.03
Language arts programs without reading.	7.01	2.08

National Estimates from Homeroom Data

(SEVETH GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	53.82	4.22
Mathematics	39.16	8.25
Science	13.34	2.98
Social/cultural studies	4.83	2.55
English as a second language	.03	.04
Special education/learning disabilities	3.79	1.34
Language arts/communication skills . .	18.63	4.42
Reading programs and language arts with reading	71.55	1.97
Language arts programs without reading.	3.70	1.83

National Estimates from Homeroom Data

(EIGHTH GRADE)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	51.95	3.16
Mathematics	45.68	9.89
Science	3.03	1.44
Social/cultural studies	3.66	2.31
English as a second language	.84	.49
Special education/learning disabilities	3.70	1.57
Language arts/communication skills . .	14.82	2.61
Reading programs and language arts with reading	64.07	2.59
Language arts programs without reading.	4.18	.56

National Estimates from Homeroom Data

(UNGRADED)

PER CENT OF COMPENSATORY EDUCATION CHILDREN

Subject Area	Per Cent of Compensatory Education Children in these Programs	Standard Error
Reading	20.47	2.08
Mathematics	41.32	11.34
Science	8.85	4.25
Social/cultural studies	17.97	3.31
English as a second language	3.15	1.57
Special education/learning disabilities	18.32	7.52
Language arts/communication skills	53.08	7.05
Reading programs and language arts with reading	68.34	11.29
Language arts programs without reading.	4.95	2.02

PER CENT OF COMPENSATORY EDUCATION CHILDREN RECEIVING INSTRUCTION IN REGULAR CLASSROOM BY INSTRUCTIONAL AREA

(National Estimates)

Instructional Area	Per Cent	Standard Error
Reading	14.7	2.2
Mathematics	37.4	5.7
Science	20.6	6.3
Social/cultural studies	32.0	4.5
English as a second language . . .	10.7	5.4
Special education/learning disabilities	4.5	1.8
Language arts/communication skills.	34.5	5.1
Reading and language arts with reading	22.1	2.4
Language arts without reading . . .	31.6	8.6

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN READING

(National Estimates)

Activity Missed	Per Cent of CE Reading Children	Standard Error
Reading	11.4	1.6
Language arts	10.5	1.6
Mathematics	5.9	1.0
Social/cultural studies	15.9	2.0
Science	13.9	1.9
Music	5.8	1.1
Art	6.8	1.2
Industrial arts/home economics . .	2.6	.6
Physical education	4.7	.9
Study time	15.8	2.0
Other	9.7	2.3
Nothing (Volunteered)	42.8	3.2

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN MATHEMATICS

(National Estimates)

Activity Missed	Per Cent of CE Mathematics Children	Standard Error
Reading	3.0	.8
Language arts	6.6	1.2
Mathematics	9.0	1.9
Social/cultural studies	10.0	1.6
Science	10.6	1.7
Music	7.3	1.4
Art	7.3	1.5
Industrial arts/home economics . .	4.6	1.0
Physical education	4.1	.9
Study time	10.2	2.0
Other	6.0	2.0
Nothing (Volunteered)	54.1	3.1

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN SCIENCE

(National Estimates)

Activity Missed	Per Cent of CE Science Children	Standard Error
Reading	.8	.6
Language arts	6.0	4.0
Mathematics	1.7	1.0
Social/cultural studies	7.9	4.0
Science	2.4	1.4
Music	4.4	1.6
Art	4.2	1.6
Industrial arts/home economics	6.8	2.1
Physical education	2.7	1.0
Study time	4.1	1.9
Other	.2	.2
Nothing (Volunteered)	73.2	4.9

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN SOCIAL/CULTURAL STUDIES

(National Estimates)

Activity Missed	Per Cent of CE Social/Cultural Studies Children	Standard Error
Reading	2.2	.9
Language arts	.6	.3
Mathematics	1.6	.8
Social/cultural studies	4.2	1.4
Science	10.9	3.6
Music	7.7	2.6
Art	5.0	1.4
Industrial arts/home economics	5.3	2.0
Physical education	5.0	2.1
Study time	5.1	2.8
Other	2.3	1.2
Nothing (Volunteered)	64.5	4.2

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

(National Estimates)

Activity Missed	Per Cent of CE English as a Second Language Children	Standard Error
Reading	10.5	3.5
Language arts	7.9	3.9
Mathematics	8.2	3.4
Social/cultural studies	4.9	1.9
Science	16.9	8.7
Music	13.6	7.7
Art	4.9	1.7
Industrial arts/home economics	1.7	1.6
Physical education	6.2	2.8
Study time	11.8	9.2
Other	11.7	4.0
Nothing (Volunteered)	47.5	6.6

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN SPECIAL EDUCATION

(National Estimates)

Activity Missed	Per Cent of CE Special Education Children	Standard Error
Reading	13.2	3.6
Language arts	17.1	3.6
Mathematics	10.6	2.3
Social/cultural studies	20.7	3.5
Science	16.5	3.2
Music	7.8	2.9
Art	8.9	3.1
Industrial arts/home economics . .	4.6	2.1
Physical education	2.6	1.5
Study time	14.3	2.7
Other	9.0	2.4
Nothing (Volunteered)	35.5	4.6

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN LANGUAGE ARTS

(National Estimates)

Activity Missed	Per Cent of CE Language Arts Children	Standard Error
Reading	5.6	1.2
Language arts	10.0	2.4
Mathematics	7.1	1.5
Social/cultural studies	8.4	1.6
Science	11.8	2.2
Music	9.1	2.0
Art	9.5	1.9
Industrial arts/home economics	5.6	1.3
Physical education	3.9	.9
Study time	12.1	2.1
Other	7.1	1.4
Nothing (Volunteered)	54.9	3.7

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN READING, LANGUAGE ARTS WITH READING

(National Estimates)

Activity Missed	Per Cent of CE Reading, Language Arts with Reading Children	Standard Error
Reading	8.1	1.2
Language arts	8.5	1.4
Mathematics	5.0	1.0
Social/cultural studies	12.0	1.7
Science	11.8	1.8
Music	6.1	1.2
Art	6.9	1.2
Industrial arts/home economics . .	2.8	1.0
Physical education	3.2	.8
Study time	13.4	1.7
Other	7.5	1.9
Nothing (Volunteered)	44.9	3.1

KINDS OF ACTIVITIES MISSED BY CE CHILDREN BECAUSE THEY ARE RECEIVING CE INSTRUCTION IN LANGUAGE ARTS WITHOUT READING

(National Estimates)

Activity Missed	Per Cent of CE Language Arts without Reading Children	Standard Error
Reading	1.2	.8
Language arts	15.6	6.8
Mathematics	7.7	4.2
Social/cultural studies	5.0	2.9
Science	10.6	4.7
Music	2.9	2.4
Art	3.5	2.5
Industrial arts/home economics	0	0
Physical education	1.2	.9
Study time	8.2	4.2
Other	3.9	2.0
Nothing (Volunteered)	59.2	7.6

National Estimates from Homeroom Data

KINDS OF ACTIVITIES NOT RECEIVED BY COMPENSATORY EDUCATION CHILDREN BECAUSE THEY ARE RECEIVING COMPENSATORY EDUCATION INSTRUCTION IN READING

Activity	Per Cent of CE Children	Standard Error
Reading	5.72	.78
Language arts	5.26	.84
Mathematics	2.97	.53
Social studies	7.96	1.17
Science	6.93	.98
Music	2.90	.57
Art	3.42	.60
Industrial art/home economics	1.28	.28
Physical education	2.34	.45
Study time	7.93	1.15
Other	4.86	1.19
Nothing (Volunteered)	21.45	2.15

KINDS OF ACTIVITIES NOT RECEIVED BY COMPENSATORY EDUCATION CHILDREN BECAUSE THEY ARE RECEIVING COMPENSATORY EDUCATION INSTRUCTION IN MATHEMATICS

Activity	Per Cent of CE Children	Standard Error
Reading	1.33	.38
Language arts	2.91	.59
Mathematics	3.97	.93
Social studies	4.41	.71
Science	4.68	.70
Music	3.23	.61
Art	3.22	.67
Industrial art/home economics	2.05	.48
Physical education	1.80	.38
Study time	4.54	.99
Other	2.67	.96
Nothing (Volunteered)	23.94	2.84

KINDS OF ACTIVITIES NOT RECEIVED BY COMPENSATORY EDUCATION CHILDREN BECAUSE THEY ARE RECEIVING COMPENSATORY EDUCATION INSTRUCTION IN LANG. ARTS/COMMUNICATION SKILLS

Activity	Per Cent of CE Children	Standar Error
Reading	1.96	.49
Language arts	3.51	.84
Mathematics	2.50	.54
Social studies	2.93	.50
Science	4.11	.77
Music	3.18	.71
Art	3.34	.74
Industrial art/home economics	1.97	.52
Physical education	1.38	.33
Study time	4.23	.77
Other	2.49	.46
Nothing (Volunteered)	19.21	2.79

KINDS OF ACTIVITIES NOT RECEIVED BY COMPENSATORY EDUCATION CHILDREN BECAUSE THEY ARE RECEIVING COMPENSATORY EDUCATION INSTRUCTION IN SPECIAL EDUCATION

Activity	Per Cent of CE Children	Standard Error
Reading	.70	.24
Language arts	.91	.26
Mathematics	.56	.15
Social studies	1.10	.27
Science	.88	.22
Music	.41	.16
Art	.47	.18
Industrial art/home economics	.24	.12
Physical education	.14	.08
Study time	.76	.18
Other	.48	.15
Nothing (Volunteered)	1.88	.37

KINDS OF ACTIVITIES NOT RECEIVED BY COMPENSATORY EDUCATION CHILDREN BECAUSE THEY ARE RECEIVING COMPENSATORY EDUCATION INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

Activity	Per Cent of CE Children	Standard Error
Reading	.30	.12
Language arts	.23	.13
Mathematics	.23	.11
Social studies	.14	.06
Science	.48	.27
Music	.39	.24
Art	.14	.06
Industrial art/home economics	.05	.05
Physical education	.18	.10
Study time	.34	.27
Other	.33	.12
Nothing (Volunteered)	1.35	.34

KINDS OF ACTIVITIES NOT RECEIVED BY COMPENSATORY EDUCATION CHILDREN BECAUSE THEY ARE RECEIVING COMPENSATORY EDUCATION INSTRUCTION IN SOCIAL/CULTURAL STUDIES

Activity	Per Cent of CE Children	Standard Error
Reading	.30	.13
Language arts	.08	.04
Mathematics	.22	.12
Social studies	.58	.26
Science	1.49	.49
Music	1.05	.39
Art	.68	.20
Industrial art/home economics	.72	.35
Physical education	.69	.27
Study time	.69	.39
Other	.32	.20
Nothing (Volunteered)	8.83	2.03

National Estimates from Homeroom Data

KINDS OF ACTIVITIES NOT RECEIVED BY COMPENSATORY EDUCATION CHILDREN BECAUSE THEY ARE RECEIVING COMPENSATORY EDUCATION INSTRUCTION IN SCIENCE

Activity	Per Cent of CE Children	Standard Error
Reading	.10	.07
Language arts	.73	.49
Mathematics	.20	.12
Social studies	.96	.49
Science	.29	.17
Music	.54	.18
Art	.51	.20
Industrial art/home economics	.83	.35
Physical education	.33	.13
Study time	.50	.22
Other	.03	.03
Nothing (Volunteered)	8.89	2.14

PER CENT OF CE READING CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Reading Children	Standard Error
Regular classroom teacher	52.9	4.4
Subject area specialist	74.8	3.3
Teacher's Aide	49.4	5.7
Paid parent	.6	.5
Volunteer parent	5.3	.9
Older student	4.8	1.0
Peer of students	7.7	1.6
Someone else	7.0	1.2

PER CENT OF CE MATHEMATICS CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Mathematics Children	Standard Error
Regular classroom teacher	73.6	5.2
Subject area specialist	48.7	6.0
Teacher's Aide	62.0	6.1
Paid parent	1.0	.5
Volunteer parent	10.3	1.8
Older student	9.8	1.8
Peer of students	13.5	1.8
Someone else	7.8	1.2

PER CENT OF CE SCIENCE CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Science Children	Standard Error
Regular classroom teacher	88.0	5.6
Subject area specialist	22.0	8.6
Teacher's Aide	31.0	5.8
Paid parent	1.2	1.2
Volunteer parent	8.6	4.0
Older student	3.9	1.9
Peer of students	13.8	4.3
Someone else	6.5	2.7

PER CENT OF CE SOCIAL/CULTURAL STUDIES CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Social/Cultural Studies Children	Standard Error
Regular classroom teacher	92.6	2.6
Subject area specialist	15.8	5.2
Teacher's Aide	48.5	5.5
Paid parent	.1	.1
Volunteer parent	21.6	5.4
Older student	10.9	3.1
Peer of students	14.4	5.4
Someone else	14.2	3.0

PER CENT OF CE ENGLISH AS A SECOND LANGUAGE CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE English as a Second Language Children	Standard Error
Regular classroom teacher	66.2	8.2
Subject area specialist	29.0	7.2
Teacher's Aide	47.9	9.5
Paid parent	.2	.2
Volunteer parent	10.4	6.9
Older student	4.7	2.6
Peer of students	7.6	3.6
Someone else	14.6	5.8

PER CENT OF CE SPECIAL EDUCATION CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Special Education Children	Standard Error
Regular classroom teacher	46.7	6.2
Subject area specialist	66.7	4.8
Teacher's Aide	46.3	5.5
Paid parent	1.2	1.2
Volunteer parent	12.3	4.6
Older student	8.6	3.8
Peer of students	9.5	4.0
Someone else	10.9	2.8

PER CENT OF CE LANGUAGE ARTS CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Language Arts Children	Standard Error
Regular classroom teacher	76.6	4.8
Subject area specialist	46.8	4.4
Teacher's Aide	66.7	3.2
Paid parent	1.7	.8
Volunteer parent	11.2	2.3
Older student	10.7	2.5
Peer of students	11.7	2.2
Someone else	9.7	1.6

PER CENT OF CE READING, LANGUAGE ARTS WITH READING CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Reading, Language with Reading Children	Standard Error
Regular classroom teacher	61.6	4.2
Subject area specialist	64.4	3.6
Teacher's Aide	55.4	4.6
Paid parent	.4	.6
Volunteer parent	7.0	1.3
Older student	6.4	1.4
Peer of students	8.7	1.6
Someone else	7.3	1.1

PER CENT OF CE LANGUAGE ARTS WITHOUT READING CHILDREN RECEIVING INSTRUCTION FROM TEACHING ASSISTANTS BY INSTRUCTIONAL AREA

(National Estimates)

Type of Assistant	Per Cent of CE Language Arts without Reading Children	Standard Error
Regular classroom teacher	64.5	10.8
Subject area specialist	34.6	9.4
Teacher's Aide	53.2	7.2
Paid parent	0	0
Volunteer parent	4.9	3.0
Older student	7.0	3.4
Peer of students	7.5	3.8
Someone else	9.7	4.0

National Estimates from Homeroom Data

PER CENT OF COMPENSATORY EDUCATION CHILDREN IN READING PROGRAM ~~WITH CLASSROOM ASSISTANT~~ provider

Type of ~~Assistance~~ provider	Per Cent of CE Children	Standard Error
Regular classroom teacher	26.57 52.	2.23
Subject area specialist	37.60 74.	3.01
Teacher's aide	24.81 50	2.93
Paid parent	.29	.23
Volunteer parent	2.67	.47
Older student	2.38	.50
Student peer	3.85	.82
Someone else	3.50	.59

National Estimates fro… Homeroom Data

PER CENT OF COMPENSATORY EDUCATION CHILDREN IN MATHEMATICS PROGRAM ~~WITH CLASSROOM ASSISTANT~~ provider

Type of ~~Assistance~~ provider	Per Cent of CE Children	Standard Error
Regular classroom teacher	32.64 73	3.90
Subject area specialist	21.59 48	3.63
Teacher's aide	27.48 62	4.11
Paid parent	.43	.22
Volunteer parent	4.55	.94
Older student	4.36	.94
Student peer	5.99	1.03
Someone else	3.47	.58

National Estimates from Homeroom Data

PER CENT OF COMPENSATORY EDUCATION CHILDREN IN SCIENCE PROGRAM WITH ~~CLASSROOM ASSISTANT~~ providers

Type of ~~Assistance~~ provider	Per Cent of CE Children	Standard Error
Regular classroom teacher	10.64	2.37
Subject area specialist	2.67	1,17
Teacher's aide	3.75	.98
Paid parent	.15	.15
Volunteer parent	1.04	.50
Older student	.47	.27
Student peer	1.67	.65
Someone else	.78	.37

National Estimates from Homeroom Data

PER CENT OF COMPENSATORY EDUCATION CHILDREN IN SOCIAL/CULTURAL STUDIES PROGRAM WITH ~~CLASSROOM ASSISTANT~~ provider

Type of ~~Assistance~~ provider	Per Cent of CE Children	Standard Error
Regular classroom teacher	12.68	2.78
Subject area specialist	2.15	.70
Teacher's aide	6.63	1.87
Paid parent	.01	.01
Volunteer parent	2.96	1.04
Older student	1.49	.58
Student peer	1.97	.80
Someone else	1.94	.63

National Estimates from Homeroom Data

PER CENT OF COMPENSATORY EDUCATION CHILDREN IN ENGLISH AS A SECOND LANGUAGE PROGRAM ~~WITH CLASSROOM ASSISTANT~~ provider

Type of ~~Assistance~~ provider	Per Cent of CE Children	Standard Error
Regular classroom teacher	1.89	.56
Subject area specialist	.83	.27
Teacher's aide	1.37	.45
Paid parent	.01	.01
Volunteer parent	.30	.22
Older student	.13	.09
Student peer	.22	.12
Someone else	.42	.17

National Estimates from Homeroom Data

PER CENT OF COMPENSATORY EDUCATION CHILDREN IN SPECIAL EDUCATION PROGRAM W~~ITH~~ CLASSROOM ~~ASSISTANT~~ provider

Type of ~~Assistance~~ provider	Per Cent of CE Children	Standard Error
Regular classroom teacher	2.48	.44
Subject area specialist	3.54	.60
Teacher's aide	2.46	.53
Paid parent	.07	.07
Volunteer parent	.65	.26
Older student	.45	.20
Student peer	.50	.22
Someone else	.58	.17

National Estimates from Homeroom Data

PER CENT OF COMPENSATORY EDUCATION CHILDREN IN LANG/ARTS COMMUNICATION SKILLS PROGRAM ~~WITH CLASSROOM ASSISTANT~~ providers

Type ~~of Assistance~~ provider	Per Cent of CE Children	Standard Error
Regular classroom teacher	26.83	3.62
Subject area specialist	16.39	2.15
Teacher's aide	23.35	3.21
Paid parent	.60	.29
Volunteer parent	3.90	.92
Older student	3.76	.94
Student peer	4.08	.86
Someone else	3.41	.74

National Estimates from Homeroom Data

(NATIONAL TOTALS)

MINUTES PER WEEK OF INSTRUCTION PER
COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	111.00	7.22
Mathematics	86.84	7.84
Science	11.40	2.17
Social/cultural studies	14.88	3.30
English as a second language	6.00	1.56
Special education/learning disabilities	22.26	4.90
Language arts/communication skills . .	86.59	12.51
Reading programs and language arts with reading	192.86	10.47
Language arts programs without reading.	9.39	2.40

(KINDERGARTEN)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	14.63	5.62
Mathematics	64.21	12.41
Science	10.75	3.01
Social/cultural studies	25.70	7.39
English as a second language	4.59	1.23
Special education/learning disabilities	11.41	7.51
Language arts/communication skills . .	107.31	18.08
Reading programs and language arts with reading	91.85	17.76
Language arts programs without reading.	24.43	11.23

(FIRST GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	109.76	14.19
Mathematics	69.08	10.73
Science	12.02	3.85
Social/cultural studies	13.57	4.25
English as a second language	7.39	4.04
Special education/learning disabilities	10.81	4.10
Language arts/communication skills	108.04	16.07
Reading programs and language arts with reading	212.26	17.79
Language arts programs without reading.	6.71	2.45

(SECOND GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	111.25	12.34
Mathematics	84.91	9.81
Science	12.16	3.46
Social/cultural studies	12.83	4.52
English as a second language	8.62	4.69
Special education/learning disabilities	19.26	3.55
Language arts/communication skills . .	103.80	21.51
Reading programs and language arts with reading	217.18	18.32
Language arts programs without reading.	5.54	2.13

(THIRD GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	136.66	14.71
Mathematics	82.95	9.78
Science	7.15	2.21
Social/cultural studies	12.67	3.37
English as a second language	11.53	4.80
Special education/learning disabilities	24.06	6.29
Language arts/communication skills . .	73.93	12.23
Reading programs and language arts with reading	211.24	13.23
Language arts programs without reading.	3.06	1.20

(FOURTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	114.62	10.73
Mathematics	120.96	12.39
Science	18.39	4.86
Social/cultural studies	21.99	4.72
English as a second language	6.16	2.60
Special education/learning disabilities	23.75	7.21
Language arts/communication skills	101.84	18.58
Reading programs and language arts with reading	212.60	12.37
Language arts programs without reading.	12.45	5.92

(FIFTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	126.18	10.82
Mathematics	113.97	13.70
Science	10.94	3.56
Social/cultural studies	19.63	6.01
English as a second language	9.65	3.94
Special education/learning disabilities	10.21	2.84
Language arts/communication skills . .	87.21	14.58
Reading programs and language arts with reading	205.95	9.95
Language arts programs without reading.	12.18	5.14

National Estimates from Homeroom Data

(SIXTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	134.92	9.50
Mathematics	99.84	12.31
Science	12.47	3.73
Social/cultural studies	13.91	4.79
English as a second language	2.18	1.64
Special education/learning disabilities	13.65	5.54
Language arts/communication skills . .	65.28	12.49
Reading programs and language arts with reading	195.92	8.93
Language arts programs without reading.	12.05	3.72

National Estimates from Homeroom Data

(SEVENTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	113.89	9.99
Mathematics	72.02	14.63
Science	22.93	6.30
Social/cultural studies	8.55	4.67
English as a second language	.10	.11
Special education/learning disabilities	14.09	6.86
Language arts/communication skills . .	40.36	9.67
Reading programs and language arts with reading	155.60	7.22
Language arts programs without reading.	6.08	1.80

National Estimates from Homeroom Data

(EIGHTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	106.75	11.25
Mathematics	95.47	20.34
Science	3.31	1.38
Social/cultural studies	7.61	6.08
English as a second language	.40	.32
Special education/learning disabilities	17.84	11.44
Language arts/communication skills . .	35.86	7.15
Reading programs and language arts with reading	179.25	46.95
Language arts programs without reading.	5.12	2.09

(UNGRADED)

MINUTES PER WEEK OF INSTRUCTION PER COMPENSATORY EDUCATION CHILD

Subject Area	Minutes	Standard Error
Reading	36.99	3.98
Mathematics	72.52	14.02
Science	3.72	1.37
Social/cultural studies	23.25	10.56
English as a second language	1.16	.95
Special education/learning disabilities	325.16	152.74
Language arts/communication skills	174.25	55.54
Reading programs and language arts with reading	135.15	8.22
Language arts programs without reading.	10.94	1.86

National Estimates from Homeroom Data

(NATIONAL TOTALS)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	222.47	8.18
Mathematics	198.01	6.15
Science	93.50	6.53
Social/cultural studies	109.84	5.99
English as a second language	210.89	28.10
Special education/learning disabilities	432.26	78.16
Language arts/communication skills . .	249.39	17.93
Reading programs and language arts with reading	238.33	9.76
Language arts programs without reading.	167.95	10.47

National Estimates from Homeroom Data

(KINDERGARTEN)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	166.94	44.45
Mathematics	121.62	12.29
Science	39.67	4.51
Social/cultural studies	67.91	4.81
English as a second language	79.82	17.77
Special education/learning disabilities	252.49	118.44
Language arts/communication skills . .	75.48	22.88
Reading programs and language arts with reading	171.84	15.40
Language arts programs without reading.	160.50	66.60

(FIRST GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	250.80	23.56
Mathematics	178.71	12.08
Science	74.61	10.28
Social/cultural studies	87.58	10.14
English as a second language	235.65	27.33
Special education/learning disabilities	212.85	50.08
Language arts/communication skills . .	260.29	23.37
Reading programs and language arts with reading	267.47	19.79
Language arts programs without reading.	120.62	13.75

National Estimates from Homeroom Data

(SECOND GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	210.06	11.37
Mathematics	205.53	16.57
Science	86.87	10.52
Social/cultural studies	92.54	15.65
English as a second language	289.32	94.19
Special education/learning disabilities	460.22	61.02
Language arts/communication skills . .	294.82	34.05
Reading programs and language arts with reading	249.08	16.38
Language arts programs without reading.	169.37	21.66

(THIRD GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	238.79	14.94
Mathematics	201.21	10.16
Science	73.25	11.70
Social/cultural studies	103.77	12.59
English as a second language	282.22	48.47
Special education/learning disabilities	292.25	49.21
Language arts/communication skills . .	212.65	22.19
Reading programs and language arts with reading	232.88	12.91
Language arts programs without reading.	119.32	23.67

(FOURTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	211.63	12.86
Mathematics	233.79	11.59
Science	141.64	6.70
Social/cultural studies	162.37	10.63
English as a second language	185.80	27.45
Special education/learning disabilities	369.04	64.95
Language arts/communication skills . .	299.55	28.12
Reading programs and language arts with reading	250.16	15.91
Language arts programs without reading.	199.82	48.72

(FIFTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	226.85	11.47
Mathematics	216.54	12.96
Science	108.81	12.72
Social/cultural studies	129.80	10.86
English as a second language	235.06	7.81
Special education/learning disabilities	263.96	43.24
Language arts/communication skills . .	256.78	17.83
Reading programs and language arts with reading	247.34	10.60
Language arts programs without reading.	155.31	19.64

(SIXTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	216.96	11.17
Mathematics	212.49	13.90
Science	144.90	16.90
Social/cultural studies	173.75	30.76
English as a second language	192.97	13.02
Special education/learning disabilities	440.39	77.77
Language arts/communication skills	239.52	18.26
Reading programs and language arts with reading	226.18	12.12
Language arts programs without reading.	190.91	23.89

(SEVENTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	216.32	8.19
Mathematics	190.15	8.12
Science	171.91	14.08
Social/cultural studies	176.99	25.36
English as a second language	300.00	0.00
Special education/learning disabilities	371.70	100.03
Language arts/communication skills	216.60	25.84
Reading programs and language arts with reading	219.68	10.78
Language arts programs without reading.	164.35	52.04

(EIGHTH GRADE)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	208.03	12.42
Mathematics	208.98	7.70
Science	109.35	41.43
Social/cultural studies	208.22	54.28
English as a second language	60.00	0.00
Special education/learning disabilities	506.89	170.00
Language arts/communication skills	241.96	12.43
Reading programs and language arts with reading	262.28	25.69
Language arts programs without reading.	103.48	0.00

National Estimates from Homeroom Data

(UNGRADED)

MINUTES PER WEEK OF INSTRUCTION PER CHILD PARTICIPATING IN PROGRAM

Subject Area	Minutes	Standard Error
Reading	180.74	1.08
Mathematics	175.53	14.52
Science	42.08	4.69
Social/cultural studies	129.35	46.28
English as a second language	36.88	15.50
Special education/learning disabilities	1775.27	148.01
Language arts/communication skills . .	328.27	61.80
Reading programs and language arts with reading	212.55	8.16
Language arts programs without reading.	261.90	34.75

National Estimates from Homeroom Data

(READING)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	8.76	2.24	166.94	44.45	14.63	5.62
1st	44.32	4.28	250.80	23.56	109.76	14.19
2nd	53.15	4.30	210.06	11.37	111.25	12.34
3rd	57.60	4.36	238.79	14.94	136.66	14.71
4th	54.26	4.86	211.63	12.86	114.62	10.73
5th	55.90	4.47	226.85	11.47	126.18	10.82
6th	63.33	4.07	216.96	11.17	134.92	9.50
7th	53.82	4.22	216.32	8.19	113.89	9.99
8th	51.95	3.16	208.03	12.42	106.75	11.25
Ungraded .	20.47	2.08	180.74	1.08	36.99	3.98
National totals .	50.41	2.80	222.47	8.18	111.00	7.22

National Estimates from Homeroom Data

(READING PROGRAMS AND
LANGUAGE ARTS WITH READING)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	54.33	9.10	171.84	15.40	91.85	17.76
1st	79.57	5.99	267.47	19.79	212.26	17.79
2nd	87.68	3.71	249.08	16.38	217.18	18.32
3rd	91.16	3.11	232.88	12.91	211.24	13.23
4th	85.02	3.17	250.16	15.91	212.60	12.37
5th	83.93	2.69	247.34	10.60	205.95	9.95
6th	88.38	3.03	226.18	12.12	195.92	8.93
7th	71.55	1.97	219.68	10.78	155.60	7.22
8th	64.07	2.59	262.28	25.69	179.25	46.95
Ungraded .	68.34	11.29	212.55	8.16	135.15	8.22
National totals .	81.47	2.49	238.33	9.76	192.86	10.47

National Estimates from Homeroom Data

(MATHEMATICS)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	53.67	7.65	121.62	12.29	64.21	12.41
1st	44.32	4.28	178.71	12.08	69.08	10.73
2nd	41.61	5.01	205.53	16.57	84.91	9.81
3rd	41.52	5.15	201.21	10.16	82.95	9.78
4th	52.08	5.65	233.79	11.59	120.96	12.39
5th	53.08	5.33	216.54	12.96	113.97	13.70
6th	48.45	5.39	212.49	13.90	99.84	12.31
7th	39.16	8.25	190.15	8.12	72.02	14.63
8th	45.68	9.89	208.98	7.70	95.47	20.34
Ungraded .	41.32	11.34	175.53	14.52	72.52	14.02
National totals .	44.44	4.28	198.01	6.15	86.84	7.84

National Estimates from Homeroom Data

(LANGUAGE ARTS/
COMMUNICATION SKILLS)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	61.86	7.47	75.48	22.88	107.31	18.08
1st	41.51	6.62	260.29	23.37	108.04	16.07
2nd	35.42	5.46	294.82	34.05	103.80	21.51
3rd	34.76	4.36	215.65	22.19	73.93	12.23
4th	34.00	5.25	299.55	28.12	101.84	18.58
5th	34.39	5.79	256.78	17.83	87.21	14.58
6th	28.96	5.67	239.52	18.26	65.28	12.49
7th	18.63	4.42	216.60	25.84	40.36	9.67
8th	14.82	2.61	241.96	12.43	35.86	7.15
Ungraded .	53.08	7.05	328.27	61.80	174.25	55.54
National totals .	5.68	1.10	249.39	17.93	86.59	12.51

National Estimates from Homeroom Data

(LANGUAGE ARTS PROGRAMS
WITHOUT READING)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	15.22	4.65	160.50	66.60	24.43	11.23
1st	5.56	1.68	120.62	13.75	6.71	2.45
2nd	3.27	1.02	169.37	21.66	5.54	2.13
3rd	2.56	.78	119.32	23.67	3.06	1.20
4th	6.23	2.34	199.82	48.72	12.45	5.92
5th	7.85	2.83	155.31	19.64	12.18	5.14
6th	7.01	2.08	190.91	23.89	12.05	3.72
7th	3.70	1.83	164.35	52.04	6.08	1.80
8th	4.18	.56	103.48	0.00	5.12	2.09
Ungraded .	4.95	2.02	261.90	34.75	10.94	1.86
National totals .	5.68	1.10	167.95	10.47	9.39	2.40

National Estimates from Homeroom Data

(SCIENCE)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	27.10	6.67	39.67	4.51	10.75	3.01
1st	16.11	4.99	74.61	10.28	12.02	3.85
2nd	14.00	3.21	86.87	10.52	12.16	3.46
3rd	9.77	2.57	73.25	11.70	7.15	2.21
4th	12.98	3.30	141.64	6.70	18.39	4.86
5th	10.05	3.13	108.81	12.72	10.94	3.56
6th	8.61	2.24	144.90	16.90	12.47	3.73
7th	13.34	2.98	171.91	14.08	22.93	6.30
8th	3.03	1.44	109.35	41.43	3.31	1.38
Ungraded .	8.85	4.25	42.08	4.69	3.72	1.37
National totals .	12.19	2.57	93.50	6.53	11.40	2.17

(SOCIAL/CULTURAL STUDIES)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	37.86	9.40	67.91	4.81	25.70	7.39
1st	15.49	4.50	87.58	10.14	13.57	4.25
2nd	13.86	4.24	92.54	15.65	12.83	4.52
3rd	12.60	3.45	103.77	12.59	12.67	3.37
4th	13.55	2.55	162.37	10.63	21.99	4.72
5th	15.12	4.04	129.80	10.86	19.63	6.01
6th	9.13	2.28	173.75	30.76	13.91	4.79
7th	4.83	2.55	176.99	25.36	8.55	4.67
8th	3.66	2.31	208.22	54.28	7.61	6.08
Ungraded .	17.97	3.31	129.35	46.28	23.25	10.56
National totals .	13.74	2.83	109.84	5.99	14.88	3.30

National Estimates from Homeroom Data

(ENGLISH AS A
SECOND LANGUAGE)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	5.75	2.50	79.82	17.77	4.59	1.23
1st	3.13	1.46	235.65	27.33	7.39	4.04
2nd	3.00	1.23	289.32	94.19	8.62	4.69
3rd	4.09	1.50	282.22	48.47	11.53	4.80
4th	3.32	1.35	185.80	27.45	6.16	2.60
5th	4.11	1.65	235.06	7.81	9.65	3.94
6th	1.13	.80	192.97	13.02	2.18	1.64
7th	.03	.04	300.00	0.00	.10	.11
8th	.84	.49	60.00	0.00	.40	.32
Ungraded . .	3.15	1.57	36.88	15.50	1.16	.95
National totals .	2.86	.62	210.89	28.10	6.00	1.56

(SPECIAL EDUCATION/
LEARNING DISABILITIES)

SUMMARY BY SUBJECT AREA

Grade	Per Cent of Children in Program	Standard Error	Minutes/ Week/Child	Standard Error	Minutes/ Week/ CE Child	Standard Error
Kindergarten	5.63	1.57	252.49	118.44	11.41	7.51
1st	5.08	1.23	212.85	50.08	10.81	4.10
2nd	4.18	.87	460.22	61.02	19.26	3.55
3rd	8.23	1.85	292.25	49.21	24.06	6.29
4th	6.65	1.44	369.04	64.95	23.75	7.21
5th	3.87	1.15	263.96	43.24	10.21	2.84
6th	3.27	.96	440.39	77.77	13.65	5.54
7th	3.79	1.34	371.70	100.03	14.09	6.86
8th	3.70	1.57	506.89	170.00	17.84	11.44
Ungraded .	18.32	7.52	1775.27	148.01	325.16	152.74
National totals .	5.31	.83	432.26	78.16	22.26	4.90

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN READING

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	14.30	4.67	1.22	.49
First . . .	16.51	1.53	7.31	.98
Second . .	13.09	.82	6.91	.75
Third . . .	14.67	.96	8.58	.95
Fourth . .	12.95	.91	7.09	.69
Fifth . . .	13.78	.70	7.73	.62
Sixth . . .	13.16	.89	8.16	.75
Seventh . .	12.85	.67	6.71	.75
Eighth . .	12.56	.83	6.46	.83

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN READING/LANGUAGE WITH READING

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	15.20	2.16	7.26	1.80
First . . .	17.69	1.38	13.97	1.33
Second . .	16.01	1.23	13.65	1.35
Third . . .	14.73	.90	13.35	.93
Fourth . .	15.44	1.13	13.08	.87
Fifth . . .	15.32	1.04	12.68	.93
Sixth . . .	13.74	.97	11.91	.83
Seventh . .	12.89	.73	9.17	.64
Eighth . .	12.74	.65	8.21	.66

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN MATHEMATICS

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	9.52	1.16	4.64	1.11
First . . .	12.27	.93	4.46	.79
Second . .	13.47	1.20	5.34	.75
Third . . .	13.00	.71	5.25	.68
Fourth . .	14.47	.66	7.33	.82
Fifth . . .	13.66	.88	7.05	.91
Sixth . . .	12.95	.99	6.14	.88
Seventh . .	11.25	.55	4.25	.91
Eighth . .	13.04	1.02	5.80	1.64

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN LANGUAGE ARTS/COMMUNICATION SKILLS

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	14.30	2.33	8.25	1.86
First . . .	17.37	1.75	6.90	1.16
Second . .	19.64	2.49	6.62	1.47
Third . . .	14.20	1.58	4.72	.84
Fourth . .	18.87	1.91	6.30	1.18
Fifth . . .	16.46	1.77	5.43	1.17
Sixth . . .	15.02	1.25	3.94	.83
Seventh . .	12.44	1.54	2.37	.60
Eighth . .	14.27	1.42	2.18	.66

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN LANGUAGE ART WITHOUT READING

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	11.88	4.95	2.13	1.01
First . . .	8.13	.87	.46	.17
Second . .	10.62	1.14	.36	.14
Third . . .	8.06	1.31	.20	.08
Fourth . .	12.82	3.01	.77	.37
Fifth . . .	9.88	1.13	.77	.33
Sixth . . .	13.25	1.70	.66	.32
Seventh . .	9.99	4.87	.36	.20
Eighth . .	16.10	2.86	.66	.54

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN SCIENCE

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	3.84	.36	.89	.31
First . . .	5.21	.69	.81	.26
Second . .	6.10	.73	.75	.24
Third . . .	5.25	.86	.43	.15
Fourth . .	9.03	.46	1.14	.33
Fifth . . .	7.32	.98	.66	.23
Sixth . . .	9.04	1.03	.77	.25
Seventh . .	9.59	1.52	1.35	.60
Eighth . .	6.71	2.52	.20	.10

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN SOCIAL/CULTURAL STUDIES

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	6.72	.58	2.15	.72
First . . .	6.24	.71	.87	.30
Second . .	6.46	1.16	.79	.31
Third . . .	7.06	.72	.74	.23
Fourth . .	10.47	.73	1.35	.34
Fifth . . .	8.53	.77	1.19	.40
Sixth . . .	12.45	2.02	.83	.31
Seventh . .	10.65	1.80	.50	.30
Eighth . .	13.18	3.45	.46	.37

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN ENGLISH AS A SECOND LANGUAGE

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	8.53	1.49	.35	.12
First . . .	16.20	1.72	.50	.28
Second . .	20.04	6.74	.56	.31
Third . . .	20.15	3.61	.75	.33
Fourth . .	12.19	2.21	.36	.16
Fifth . . .	15.31	.54	.60	.25
Sixth . . .	13.50	.75	.13	.10
Seventh . .	15.38	00.0	.01	.01
Eighth . .	3.81	00.0	.02	.02

PER CENT OF INSTRUCTIONAL TIME DEVOTED TO COMPENSATORY EDUCATION IN SPECIAL EDUCATION/LEARNING DISABILITIES

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	25.50	16.84	.78	.62
First . . .	14.33	4.07	.65	.27
Second . .	30.61	10.39	1.26	.62
Third . . .	19.06	3.68	1.35	.36
Fourth . .	23.60	4.81	1.48	.46
Fifth . . .	16.42	3.60	.61	.22
Sixth . . .	26.46	5.02	.84	.34
Seventh . .	21.96	6.52	.83	.40
Eighth . .	31.37	10.83	1.08	.69

AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN READING

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	16.43	6.82	1.40	.67
First . . .	16.57	1.58	7.31	.97
Second . .	14.18	.86	7.45	.79
Third . . .	14.98	1.16	8.68	1.04
Fourth . .	12.61	1.01	6.87	.71
Fifth . . .	13.38	.80	7.43	.64
Sixth . . .	12.98	.94	8.02	.74
Seventh . .	13.25	.62	6.98	.78
Eighth . .	12.45	.87	6.39	.77

AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN READING/LANGUAGE ARTS WITH READING

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	16.43	2.57	8.46	2.14
First . . .	17.86	1.42	14.18	1.37
Second . .	16.68	1.30	14.35	1.39
Third . . .	14.88	.99	13.55	1.03
Fourth . .	15.31	1.20	13.01	.94
Fifth . . .	15.38	1.10	12.75	.97
Sixth . . .	13.64	1.06	11.79	.91
Seventh . .	13.23	.72	9.37	.60
Eighth . .	12.55	.84	7.98	.63

AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN MATH

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	10.20	1.25	5.19	1.27
First . . .	12.68	1.01	4.85	.84
Second . .	13.66	1.28	5.55	.75
Third . . .	13.05	.83	5.36	.71
Fourth . .	14.57	.71	7.50	.87
Fifth . . .	13.76	.88	7.23	.93
Sixth . . .	12.89	1.00	6.11	.94
Seventh . .	11.47	.62	4.35	.93
Eighth . .	13.05	1.09	5.96	1.83

AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN LANGUAGE ARTS/COMMUNICATION SKILLS

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	15.15	2.46	8.98	2.05
First . . .	17.42	1.80	7.03	1.21
Second . .	19.81	2.66	6.86	1.55
Third . . .	14.36	1.61	4.94	.87
Fourth . .	19.10	1.95	6.54	1.21
Fifth . . .	16.18	1.84	5.48	1.19
Sixth . . .	14.85	1.35	3.93	.84
Seventh . .	12.73	1.53	2.37	.60
Eighth . .	14.29	2.20	2.12	.70

AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN LANGUAGE ARTS PROGRAMS WITHOUT READING

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	11.42	4.15	1.81	.79
First . . .	7.09	1.01	.41	.16
Second . .	10.86	1.86	.36	.15
Third . . .	8.00	2.09	.21	.09
Fourth . .	12.50	2.61	.79	.36
Fifth . . .	9.07	1.06	.72	.31
Sixth . . .	13.09	1.80	.68	.33
Seventh . .	10.42	4.98	.39	.21
Eighth . .	15.15	2.82	.63	.52

AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN SCIENCE

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	3.69	.38	.98	.32
First . . .	5.26	.61	.87	.27
Second . .	5.76	.85	.78	.25
Third . . .	5.50	1.02	.51	.18
Fourth . .	8.76	.55	1.15	.33
Fifth . . .	7.22	1.02	.70	.24
Sixth . . .	8.70	1.24	.76	.25
Seventh . .	11.16	1.93	1.49	.61
Eighth . .	8.85	3.59	.27	.13

AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN SCIENCE/CULTURAL STUDIES

Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	6.93	.59	2.62	.83
First . . .	6.21	.70	.94	.30
Second . .	6.32	1.24	.84	.33
Third . . .	7.27	.83	.85	.27
Fourth . .	10.34	.74	1.39	.34
Fifth . . .	8.30	.83	1.23	.41
Sixth . . .	12.60	2.10	.88	.34
Seventh . .	12.34	2.23	.60	.34
Eighth . .	12.70	3.80	.46	.38

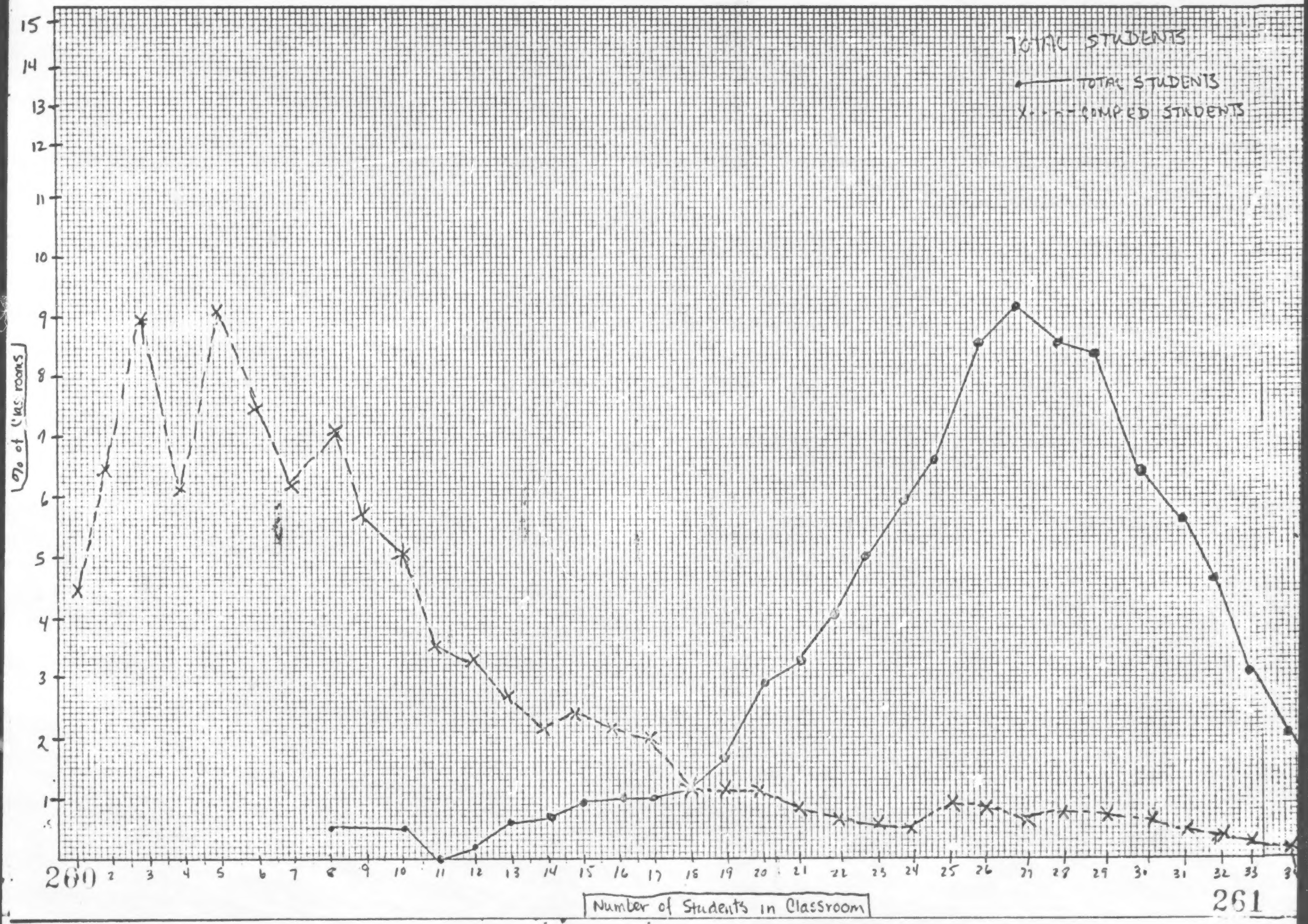
AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN ENGLISH AS A SECOND LANGUAGE

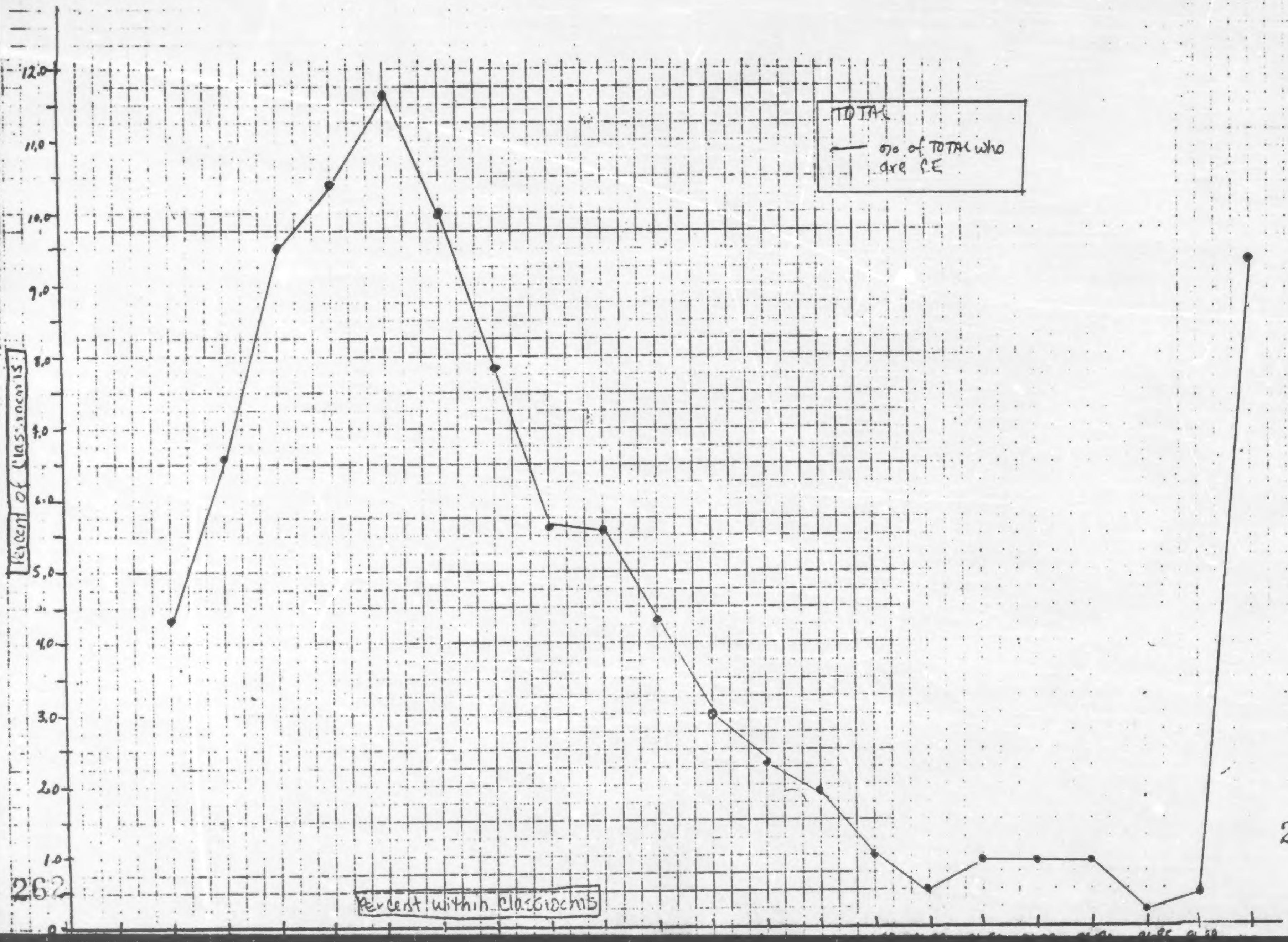
Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	8.09	1.58	.44	.18
First . . .	14.66	2.68	.46	.29
Second . .	20.87	6.98	.62	.33
Third . . .	19.23	3.79	.79	.38
Fourth . .	11.30	2.47	.34	.17
Fifth . . .	14.93	.87	.61	.26
Sixth . . .	10.63	2.70	.11	.11
Seventh . .	00.0	00.0	00.0	00.0
Eighth . .	00.0	00.0	00.0	00.0

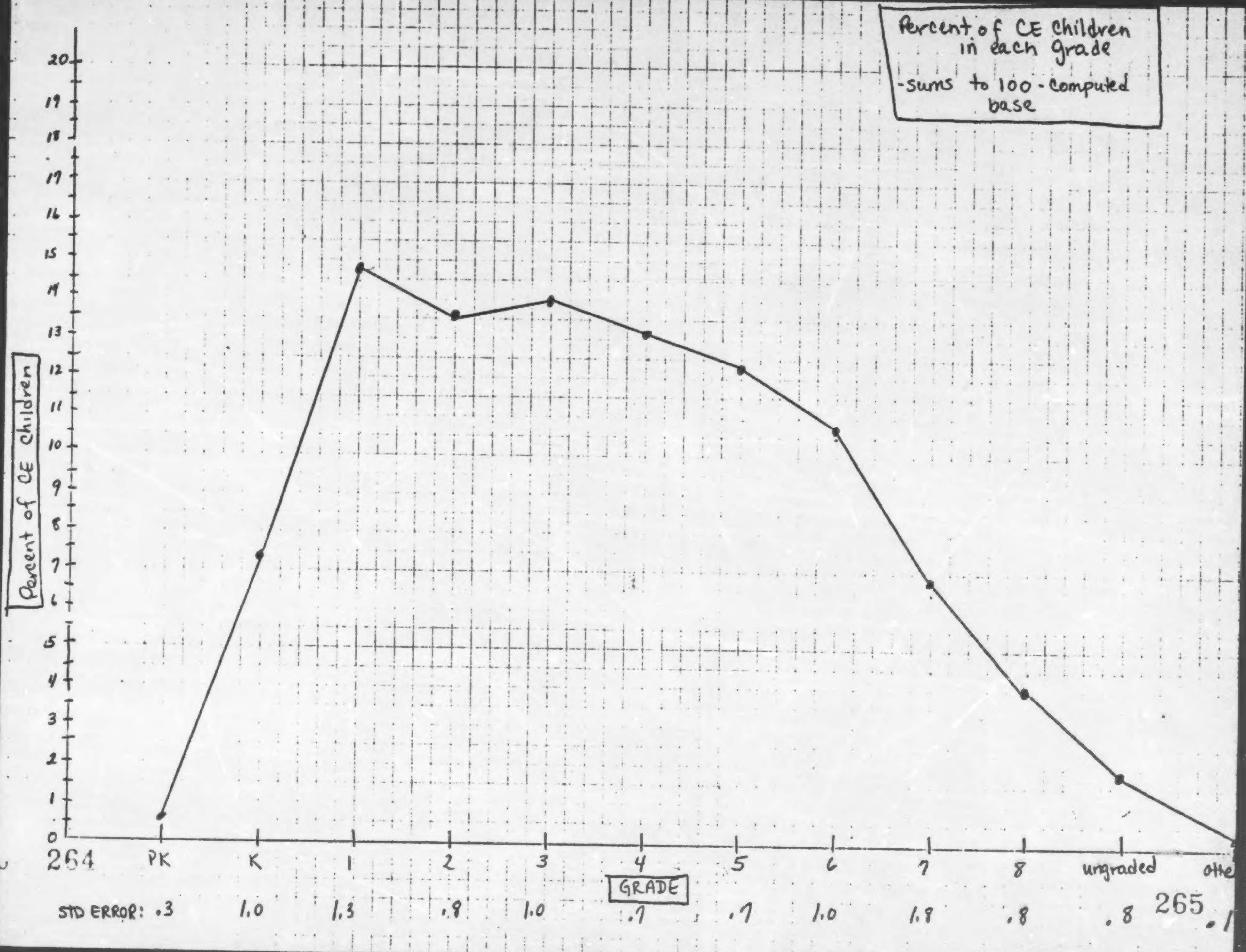
AVERAGE OVER DISTRICTS OF PER CENT OF INSTRUCTIONAL TIME IN SPECIAL ED/LEARNING DISABILITIES

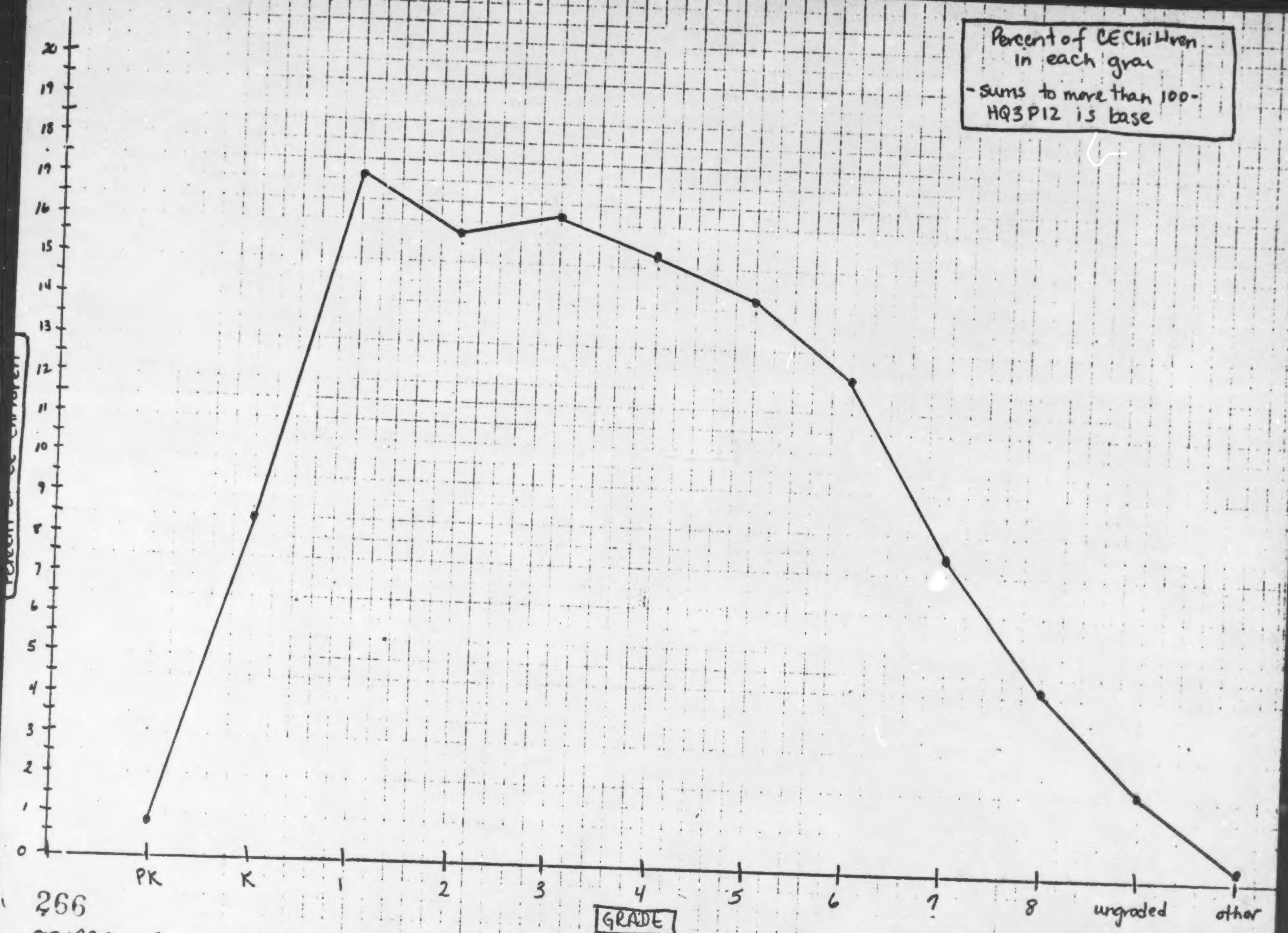
Grade	Per Cent of Program Participant Time	Standard Error	Per Cent of Compensatory Education Student Time	Standard Error
Kindergarten	26.76	18.52	.98	.86
First . . .	11.63	4.25	.55	.26
Second . .	29.38	10.76	1.23	.63
Third . . .	16.63	4.13	1.24	.38
Fourth . .	22.74	5.20	1.48	.47
Fifth . . .	12.32	4.37	.48	.23
Sixth . . .	29.71	5.84	.94	.38
Seventh . .	26.06	6.01	.99	.44
Eighth . .	30.92	10.76	1.09	.69

KEUFFEL & ESSER CO.

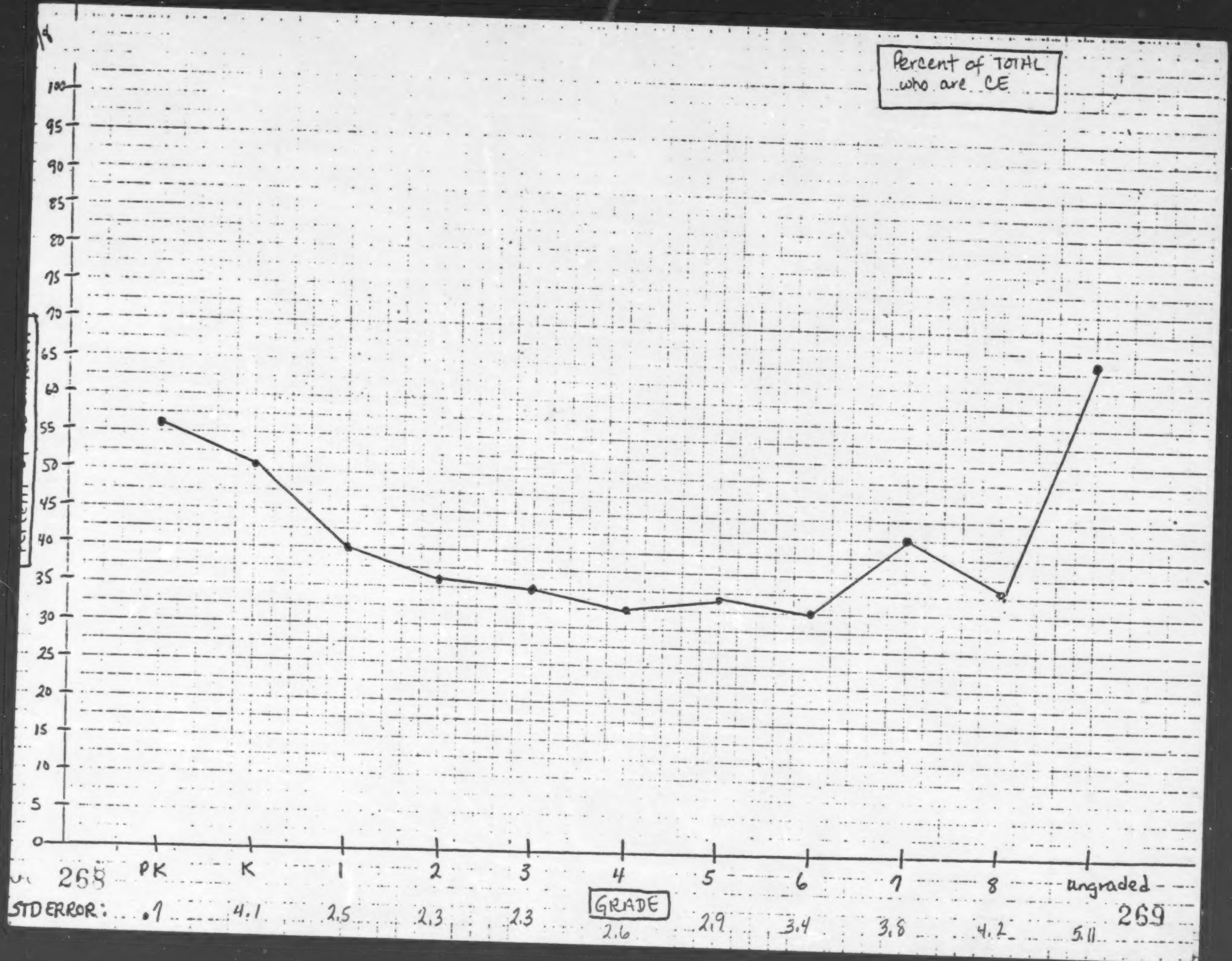


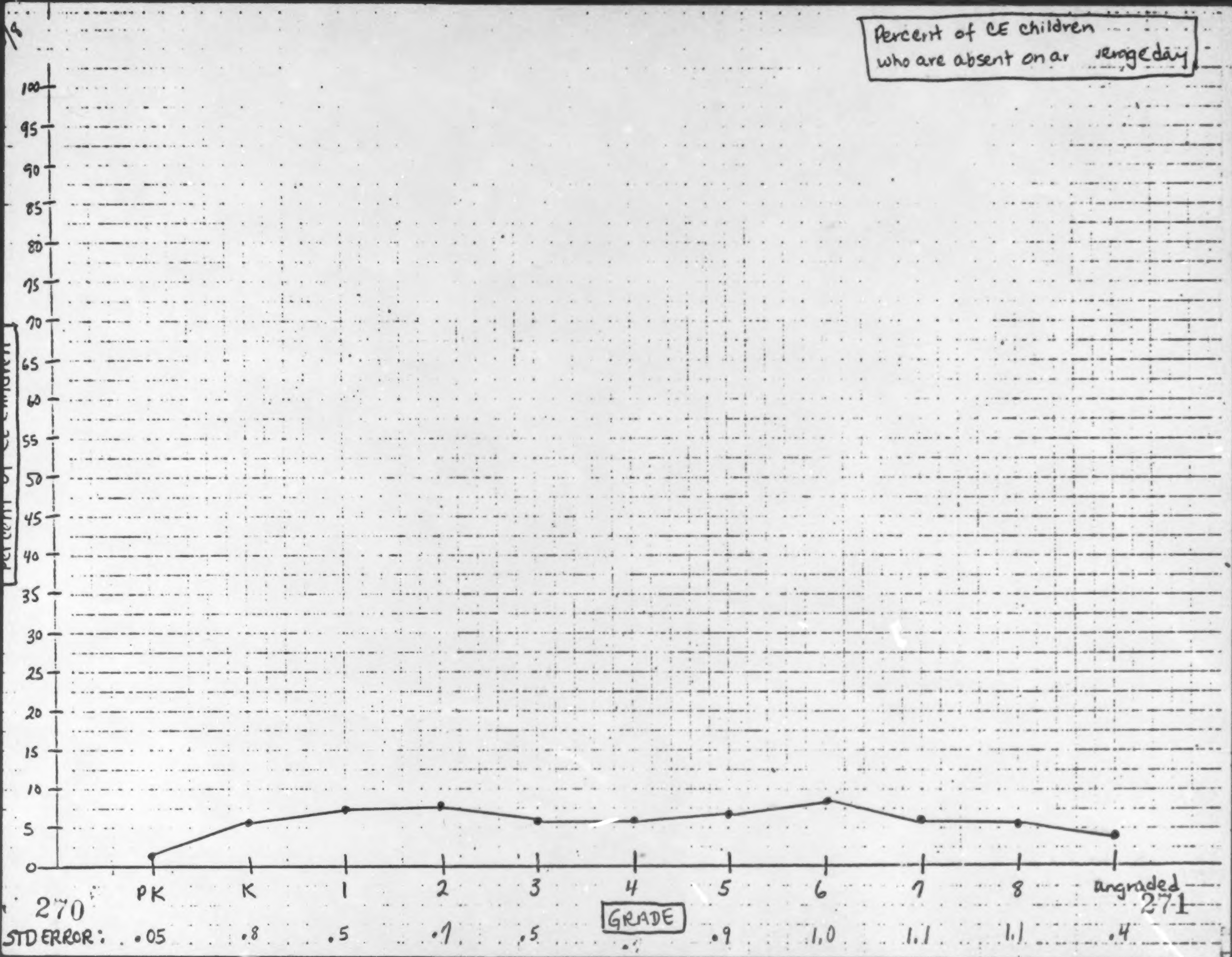

TOTAL
% of TOTAL who are C.E
Percent of Classrooms
Percent within Classrooms
12.0
11.0
10.0
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0

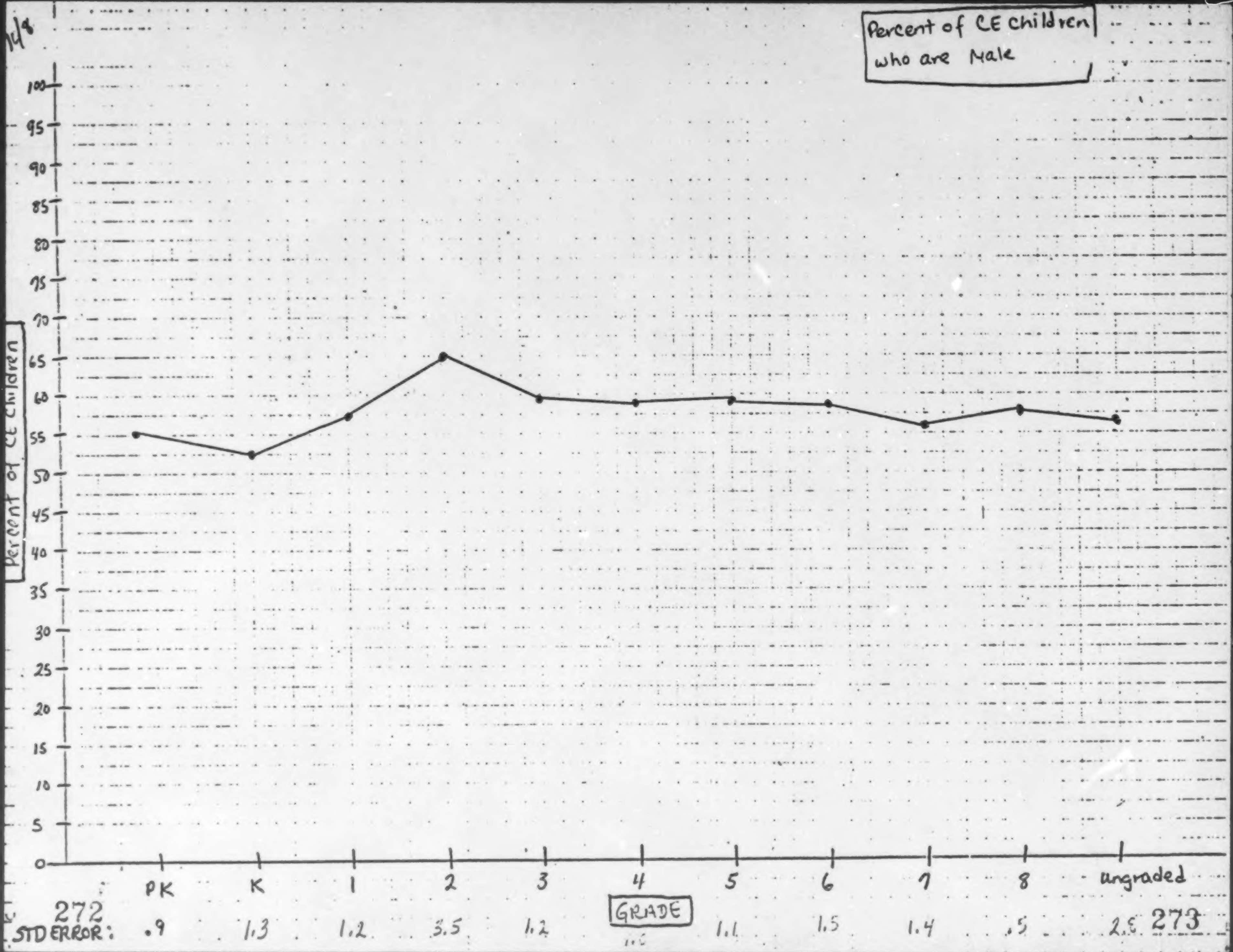

Percent of CE Children in each grade
-sums to 100 - computed base
Percent of CE children
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
PK
K
1
2
3
4
5
6
7
8
ungraded
othe
GRADE
STD ERROR: .3
1.0
1.3
.8
1.0
.7
.7
1.0
1.8
.8
.8
.1



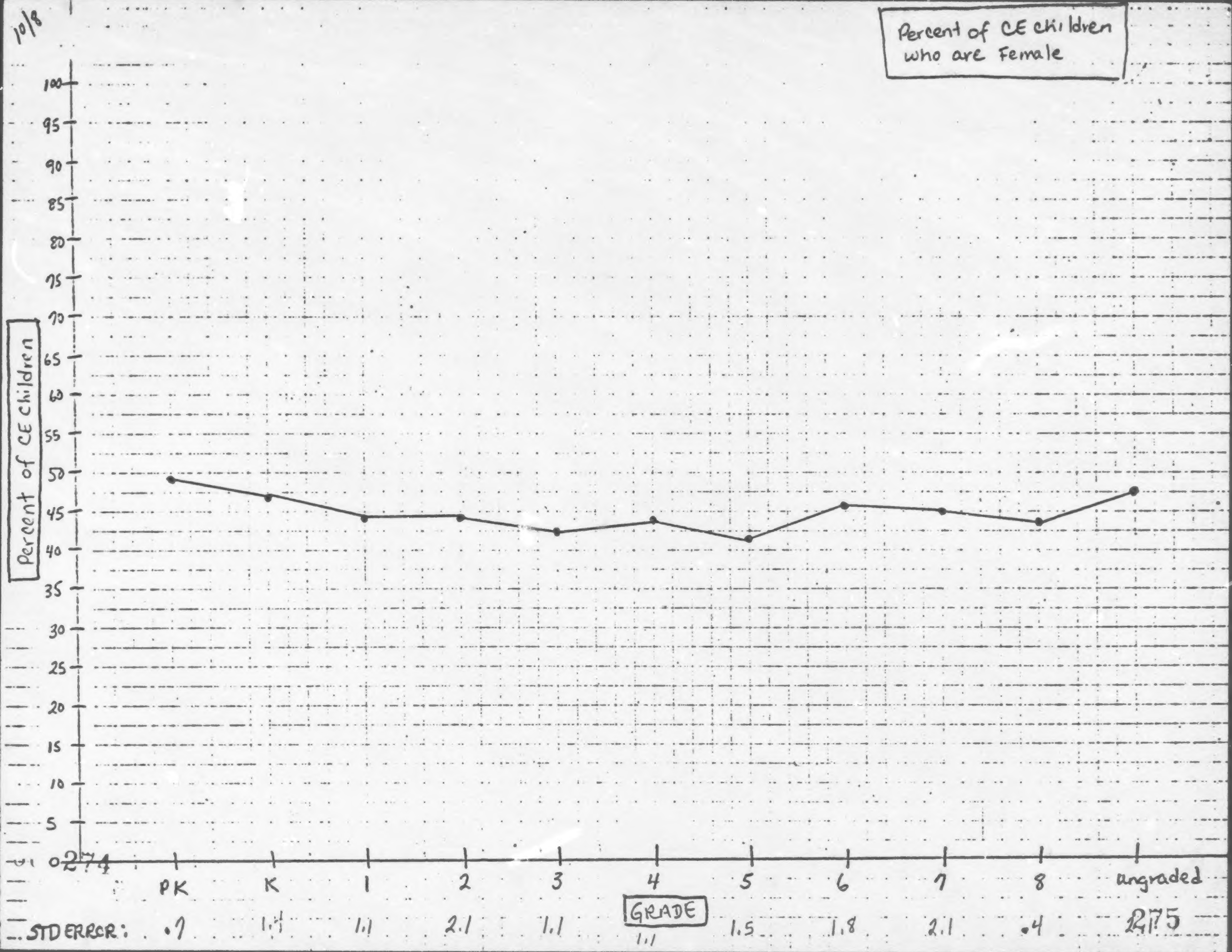
	PK	K	1	2	3	4	5	6	7	8	ungraded	other
STD ERROR:	.3	1.1	1.3	.9	.9	.8	1.0	1.3	1.4	1.0	.9	.1

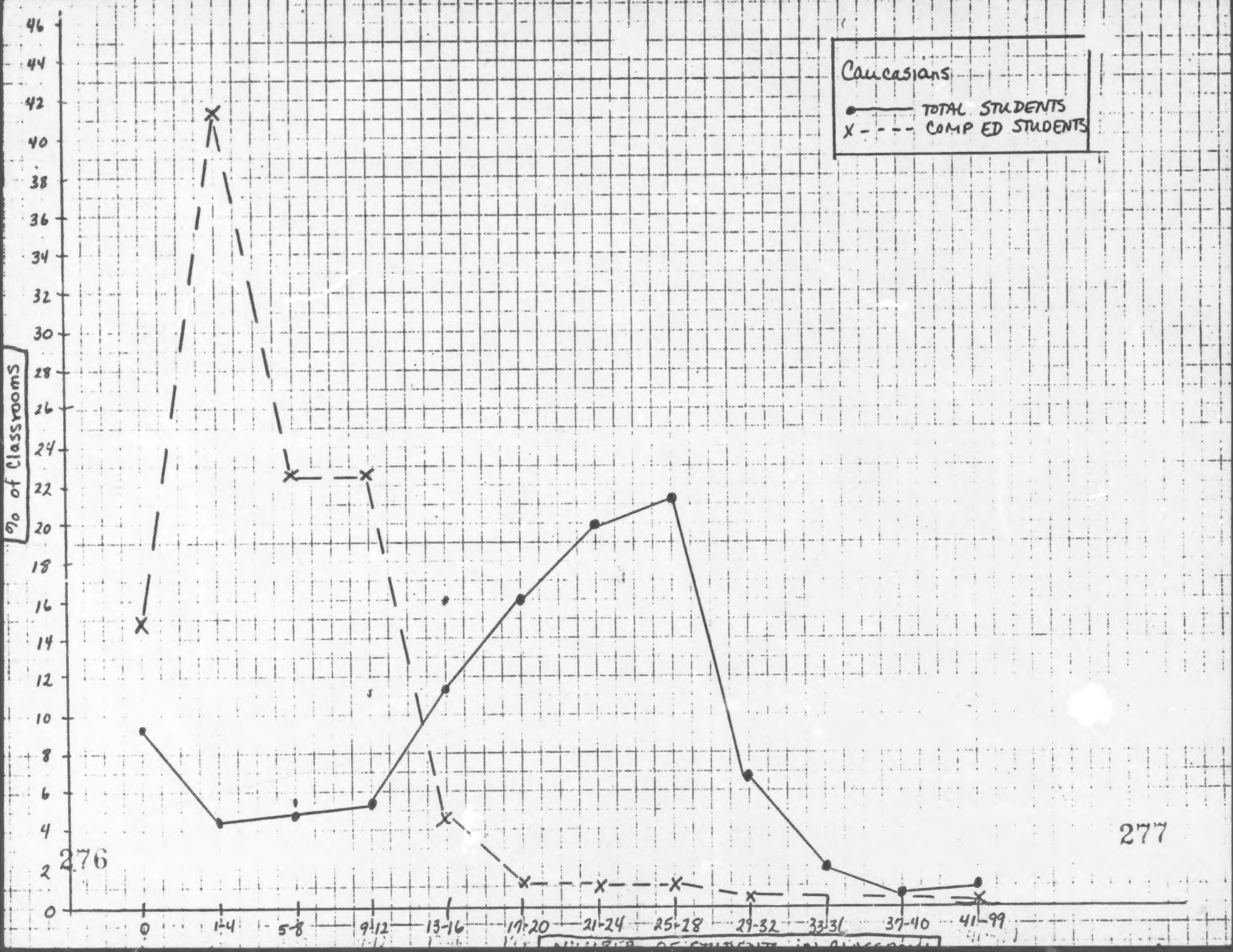

Percent of TOTAL who are CE
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
.7
4.1
2.5
2.3
2.3
2.6
2.9
3.4
3.8
4.2
5.11

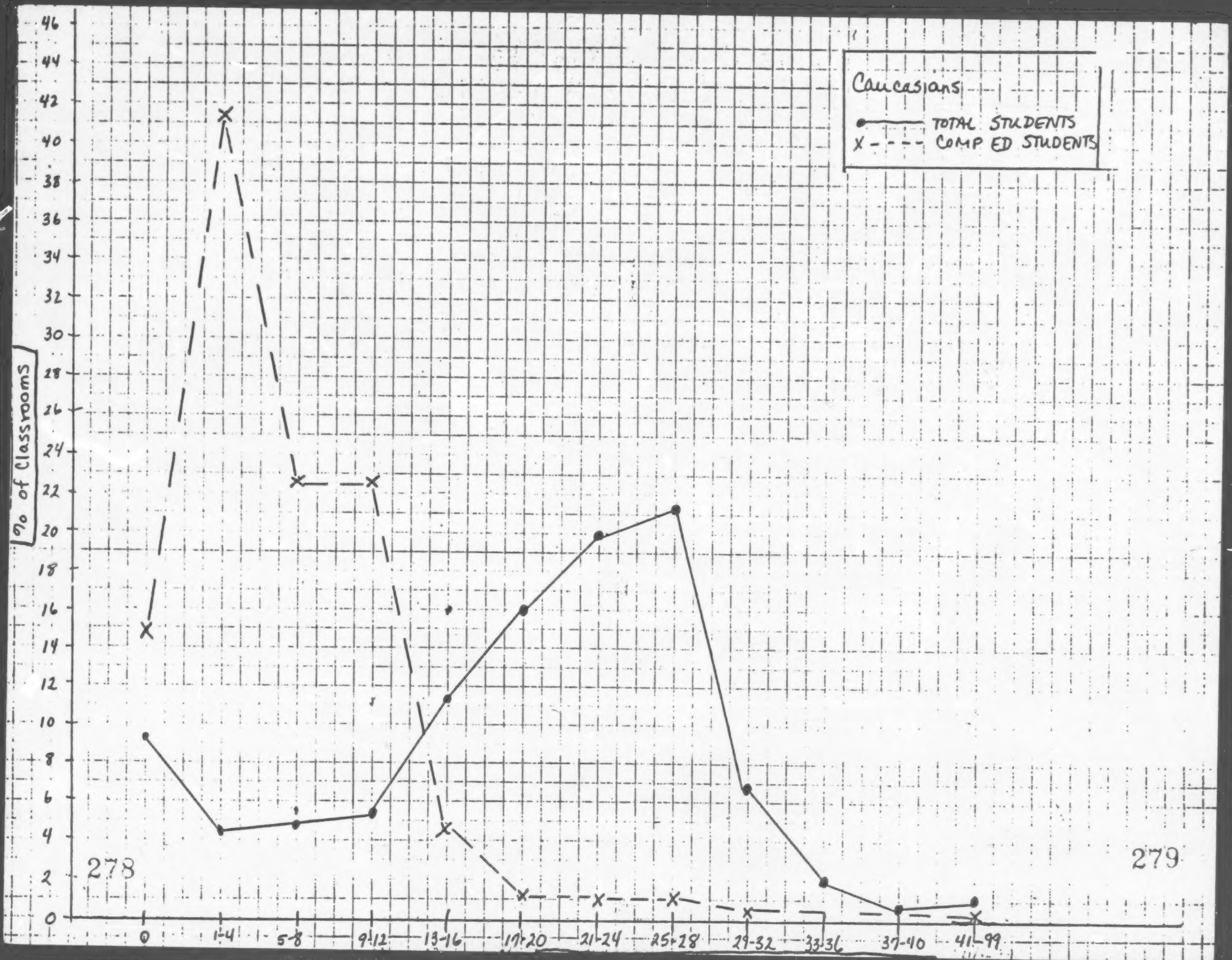

Percent of CE children who are absent on an average day
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
.05
.8
.5
.7
.5
.9
1.0
1.1
1.1
.4

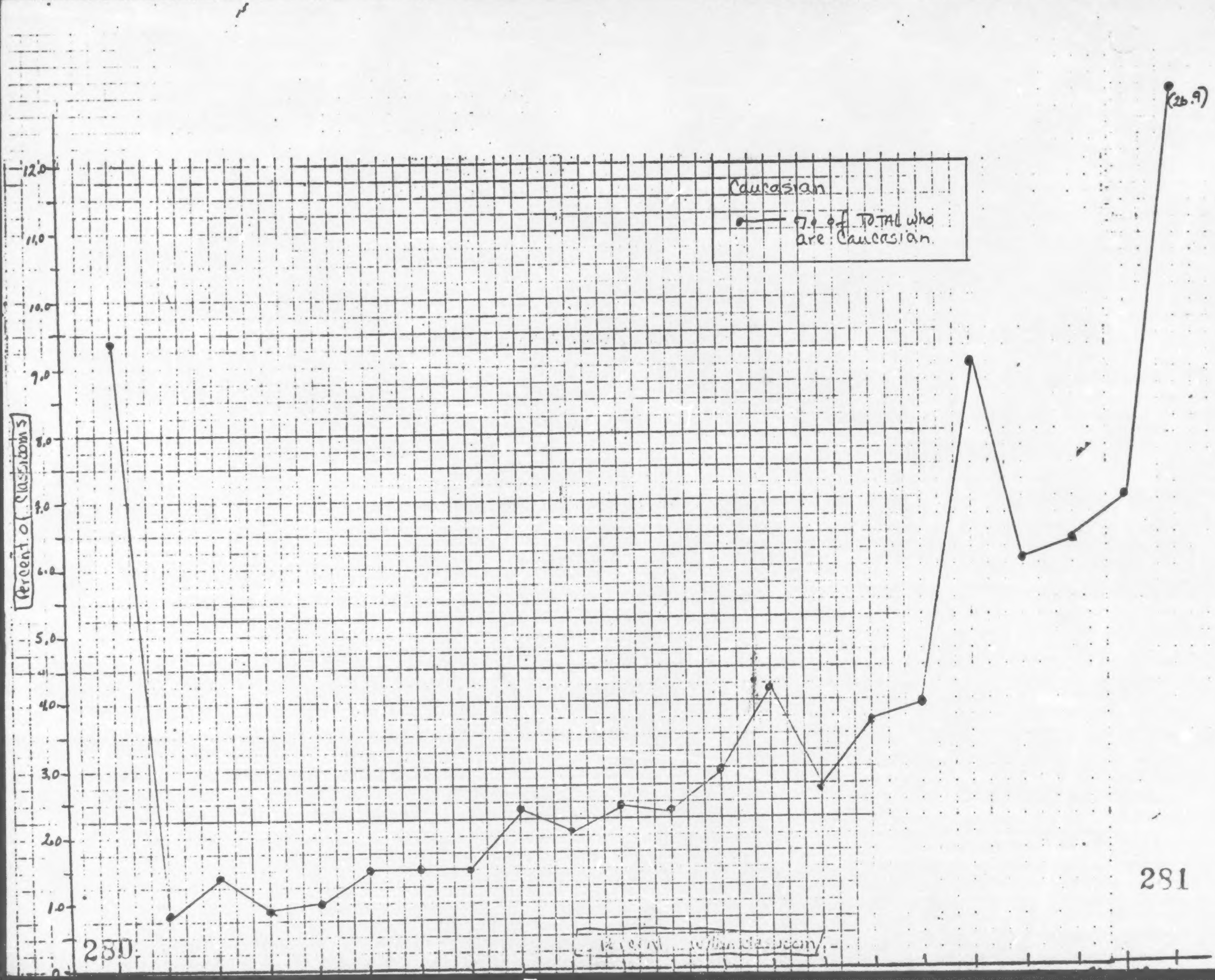

Percent of CE children who are Male
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
.9
1.3
1.2
3.5
1.2
1.0
1.1
1.5
1.4
.5
2.8

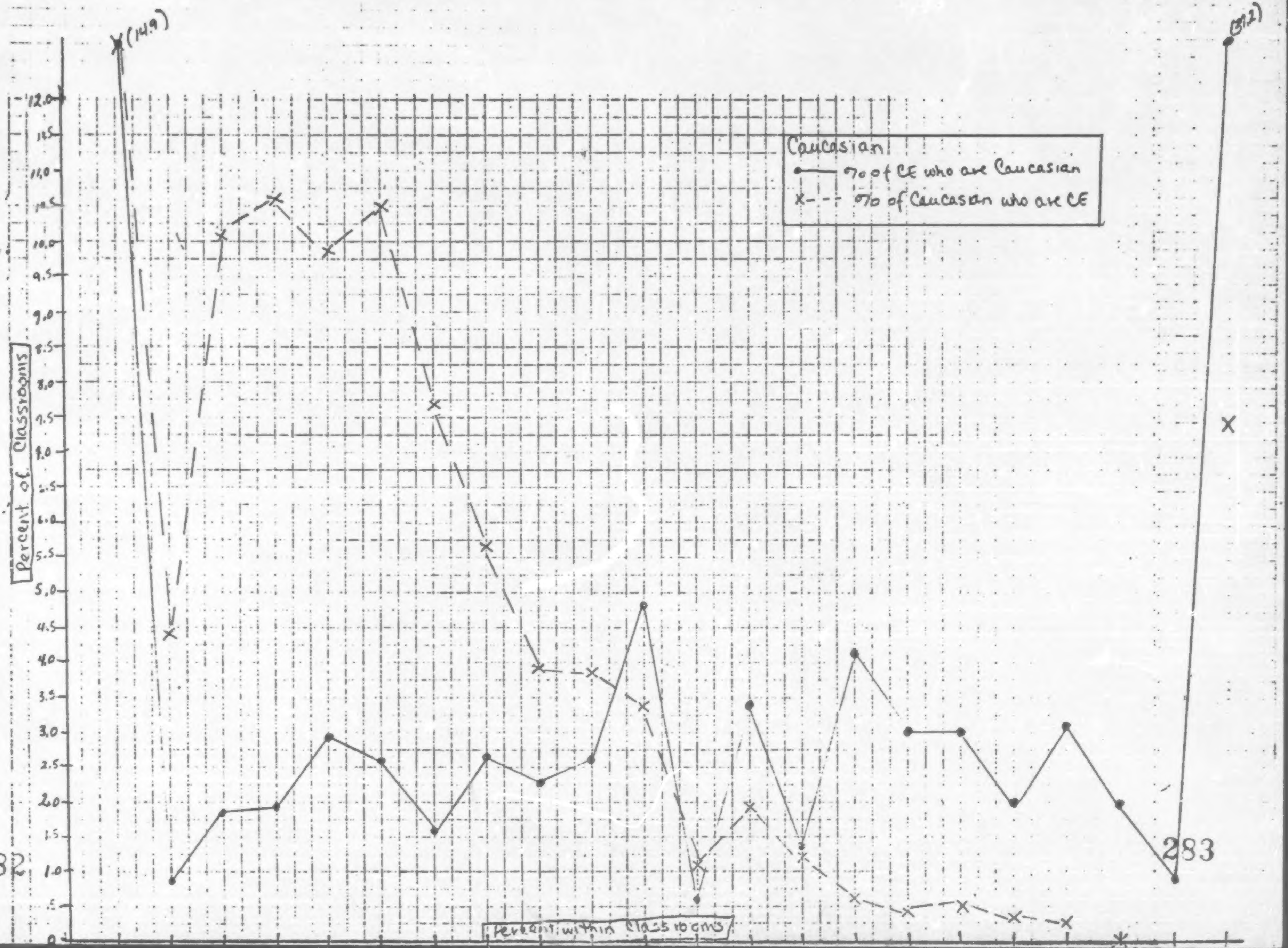
10/8

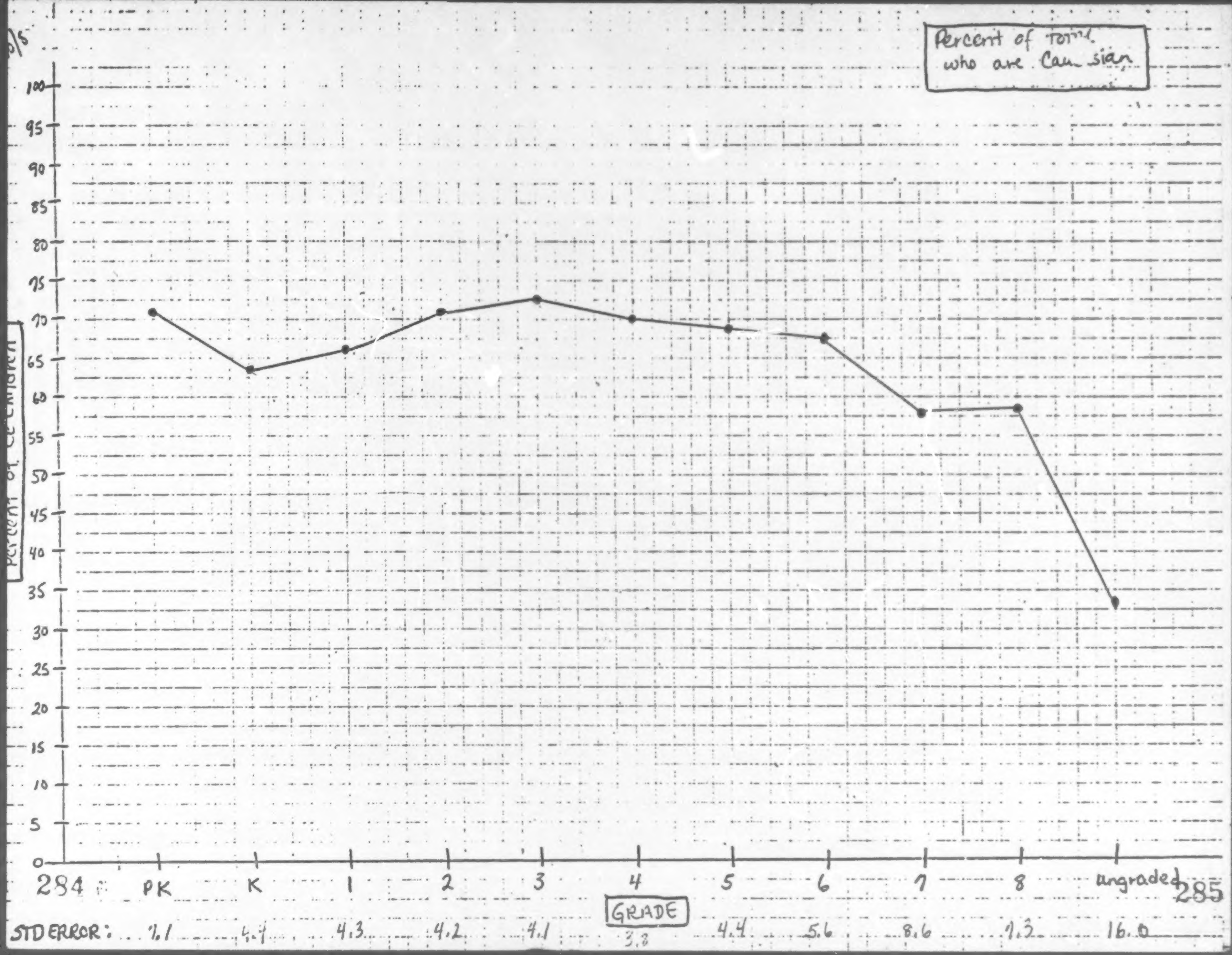

Percent of CE children who are Female
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
.7
1.4
1.1
2.1
1.1
1.1
1.5
1.8
2.1
.4
2.1

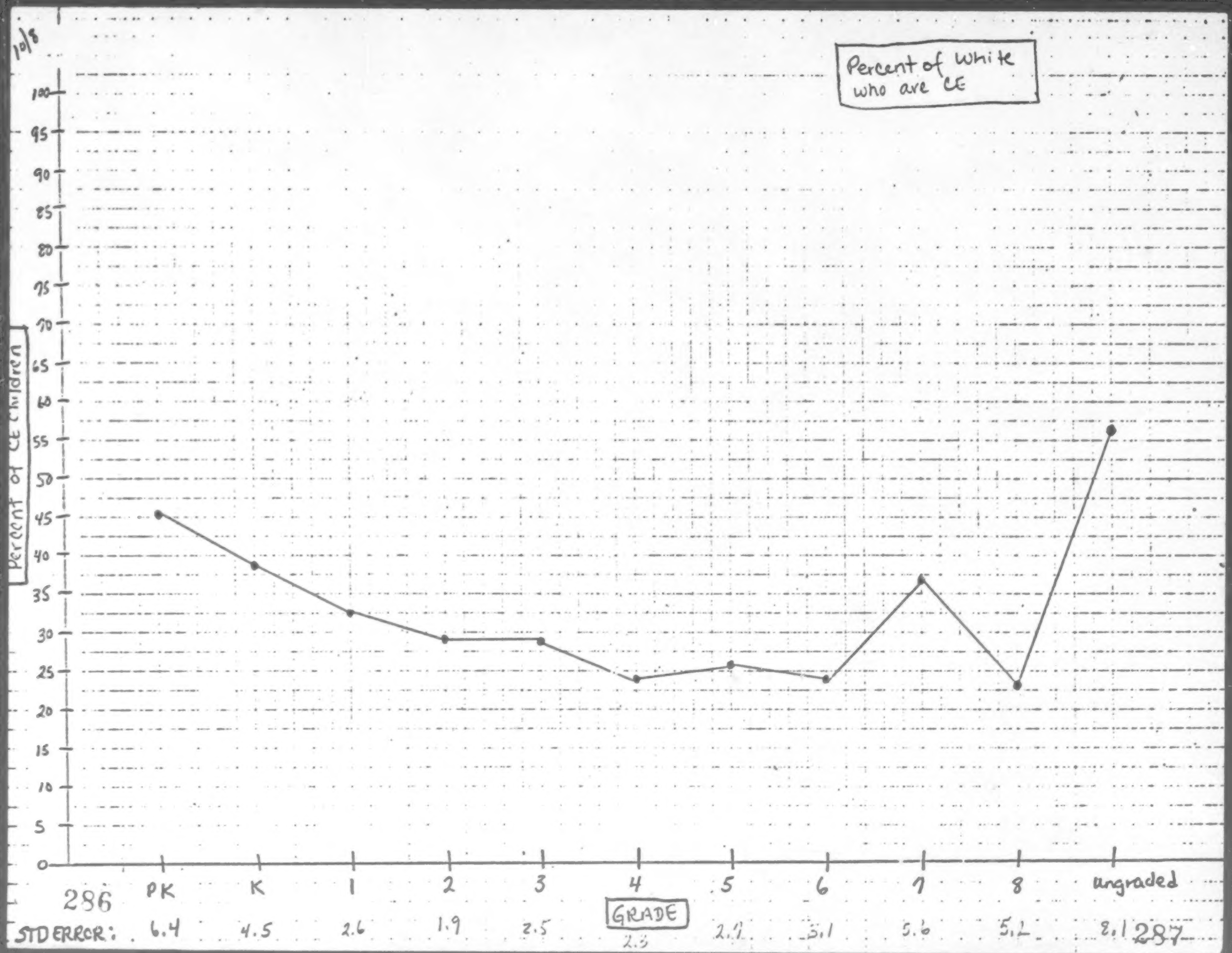

Caucasians
TOTAL STUDENTS
COMP ED STUDENTS
% of Classrooms
46
44
42
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
0
1-4
5-8
9-12
13-16
17-20
21-24
25-28
29-32
33-36
37-40
41-99

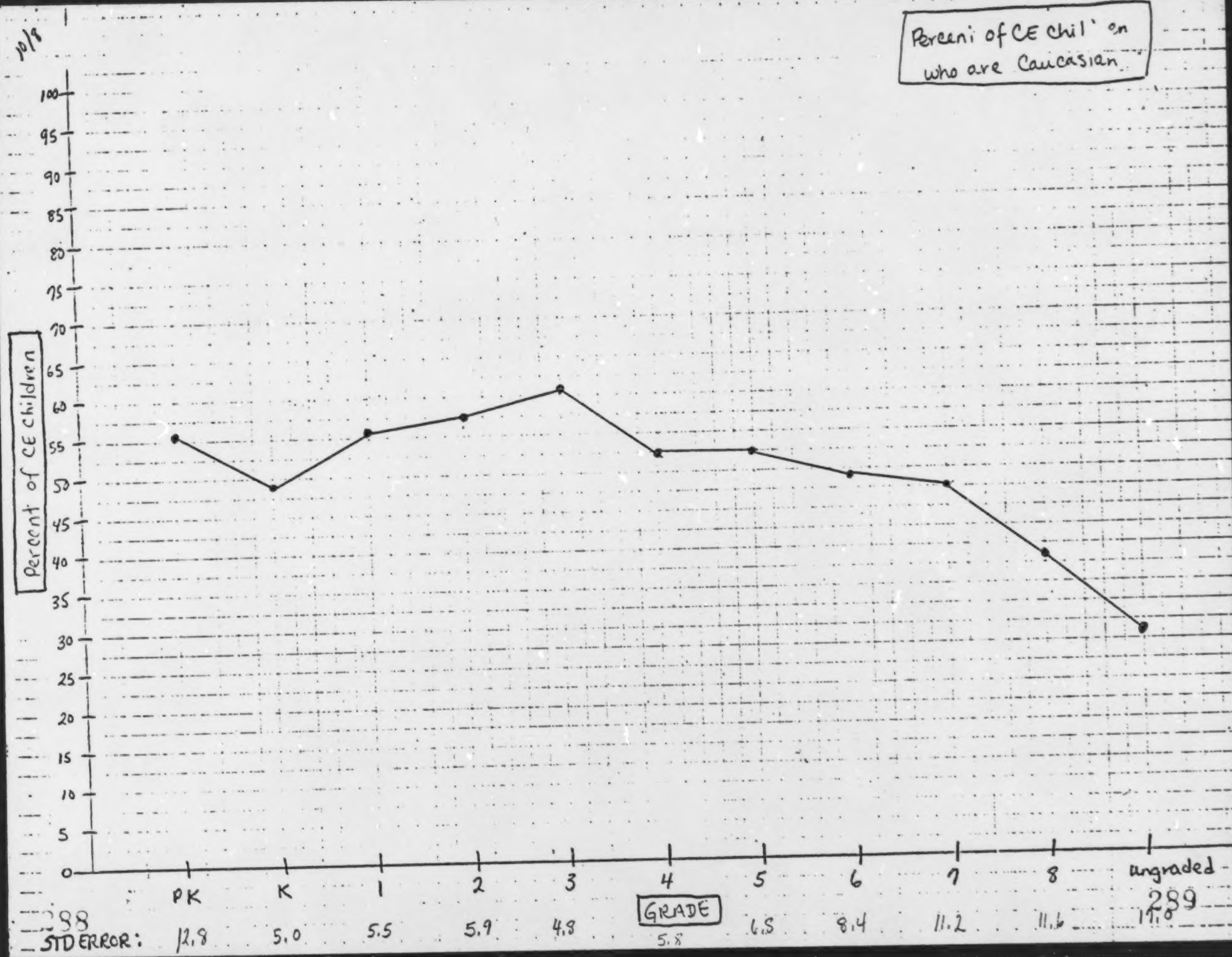

Caucasians
● TOTAL STUDENTS
X COMP ED STUDENTS
% of Classrooms
46
44
42
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
0
1-4
5-8
9-12
13-16
17-20
21-24
25-28
29-32
33-36
37-40
41-99

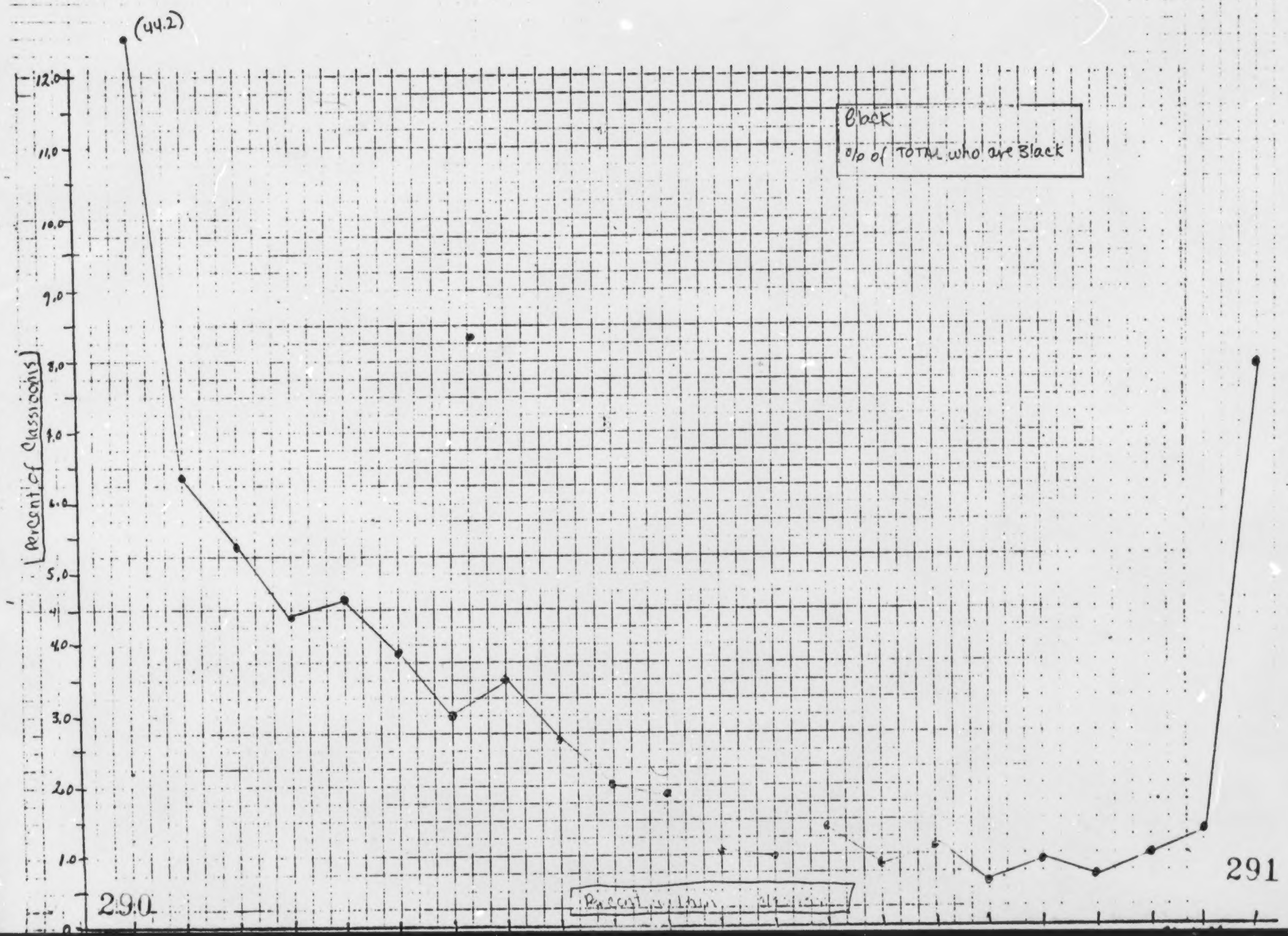

12.0
11.0
10.0
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
Percent of Classrooms
Caucasian
% of TOTAL who are Caucasian
(26.9)

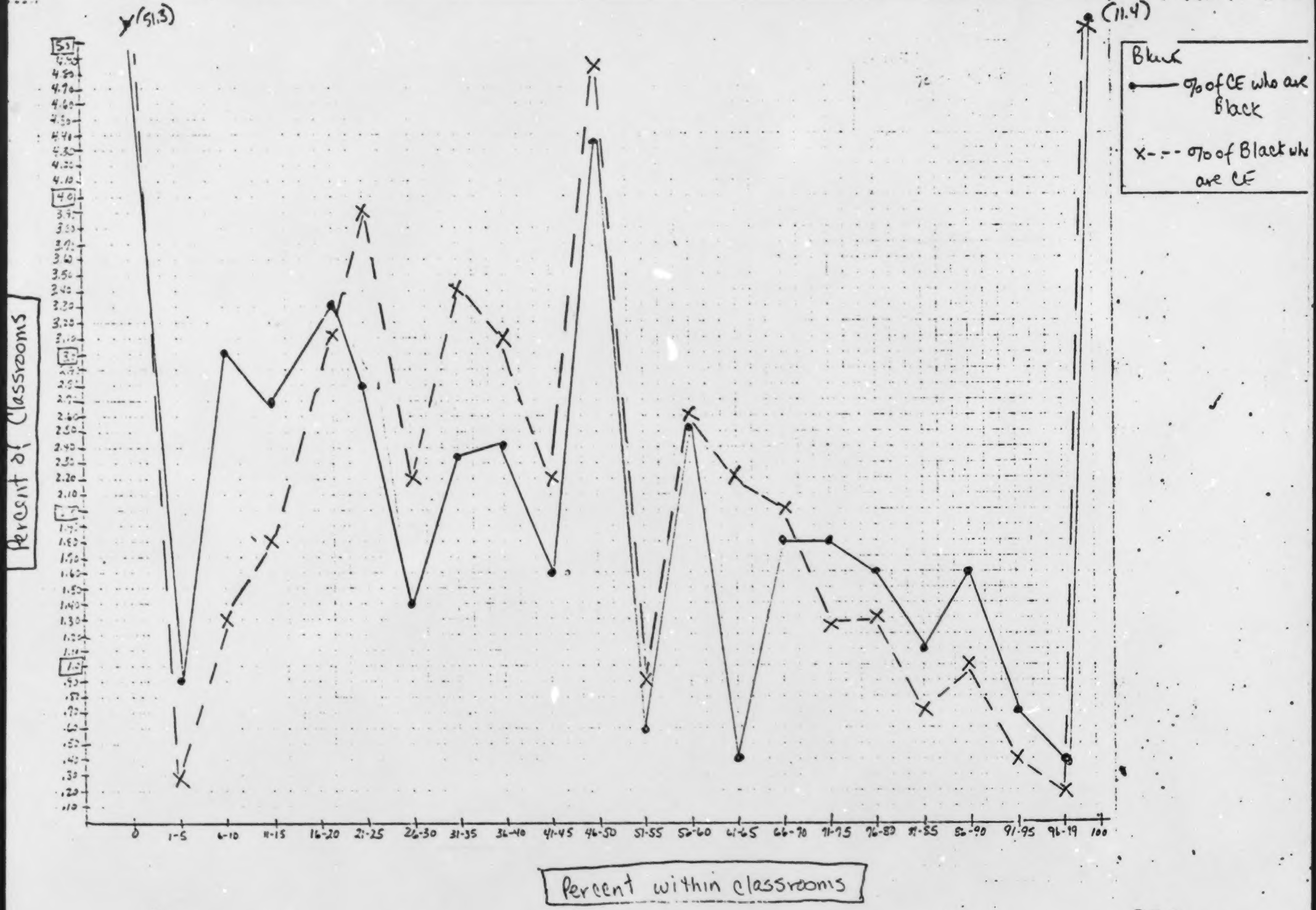

(14.9)
(31.2)
Caucasian
% of CE who are Caucasian
% of Caucasian who are CE
Percent of Classrooms
Percent within Classrooms
12.0
11.5
11.0
10.5
10.0
9.5
9.0
8.5
8.0
7.5
7.0
6.5
6.0
5.5
5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
.5
0

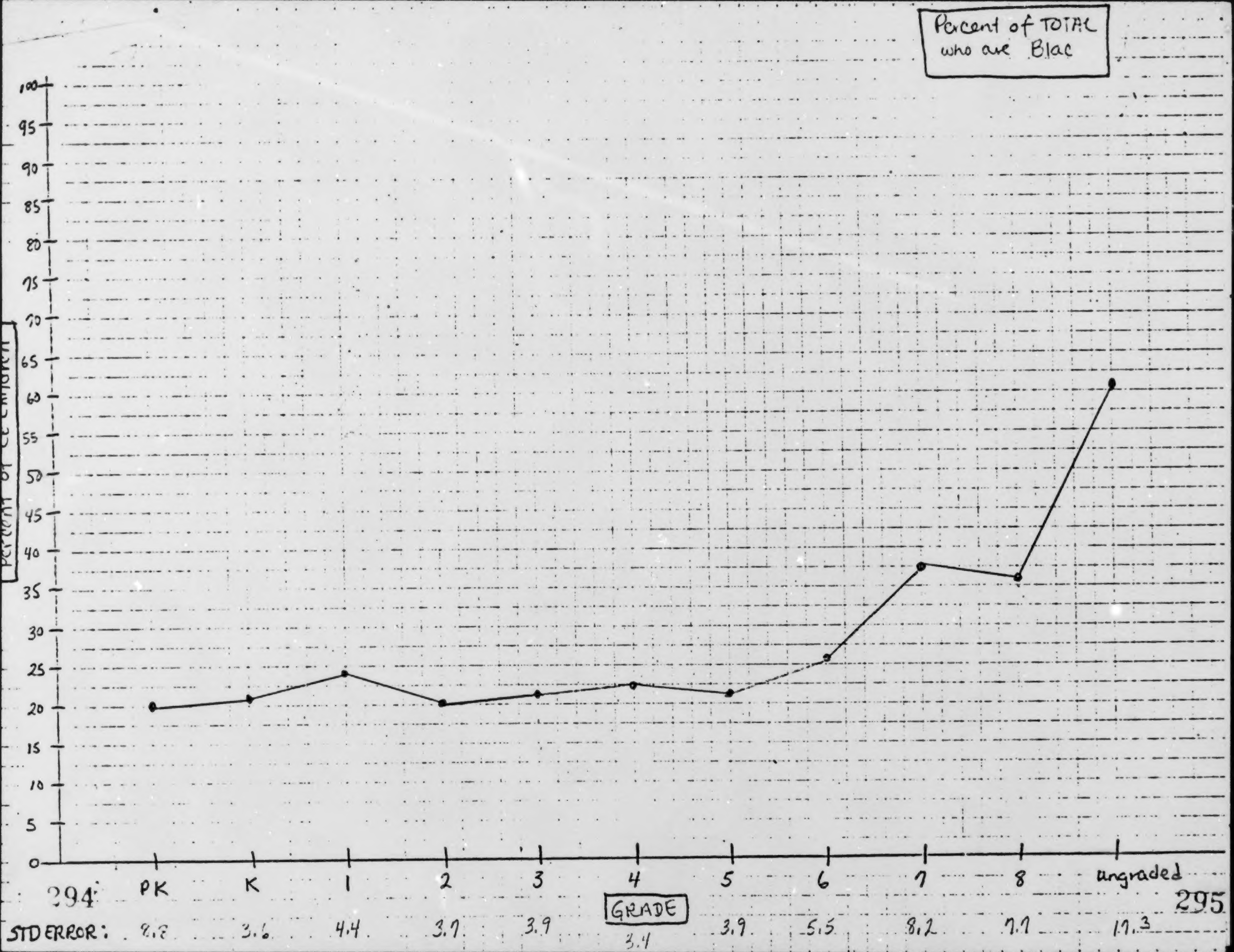

Percent of Total who are Caucasian
Percent of CE Children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
7.1
4.7
4.3
4.2
4.1
3.8
4.4
5.6
8.6
7.3
16.0

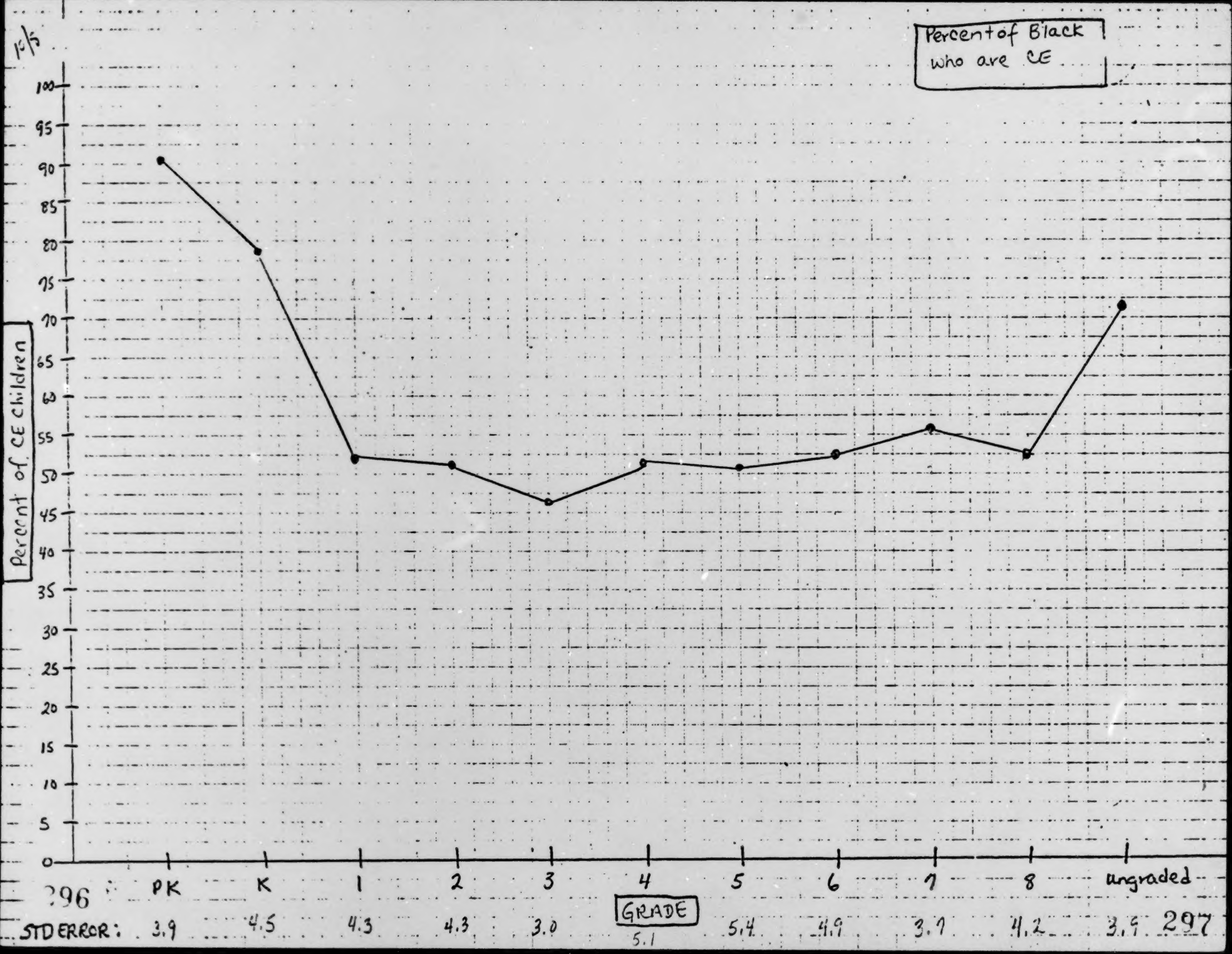

10/8
Percent of White who are CE
Percent of CE Children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR: 6.4 4.5 2.6 1.9 2.5 2.3 2.7 3.1 5.6 5.2 2.1


10/8
Percent of CE Children who are Caucasian
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
12.8
5.0
5.5
5.9
4.8
5.8
6.5
8.4
11.2
11.6
11.0

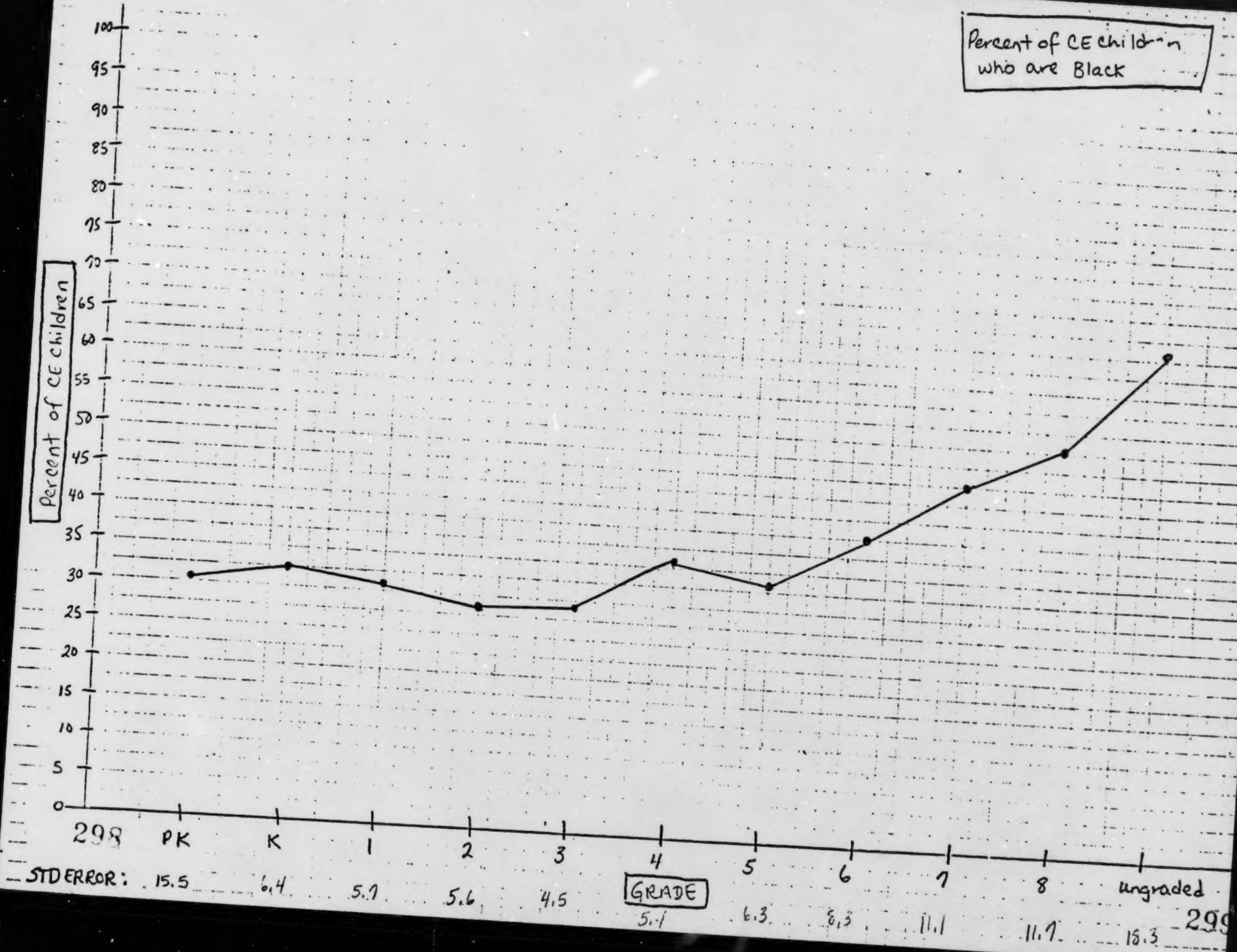

(44.2)
12.0
11.0
10.0
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0
Percent of Classrooms
Black
% of TOTAL who are Black
Percent

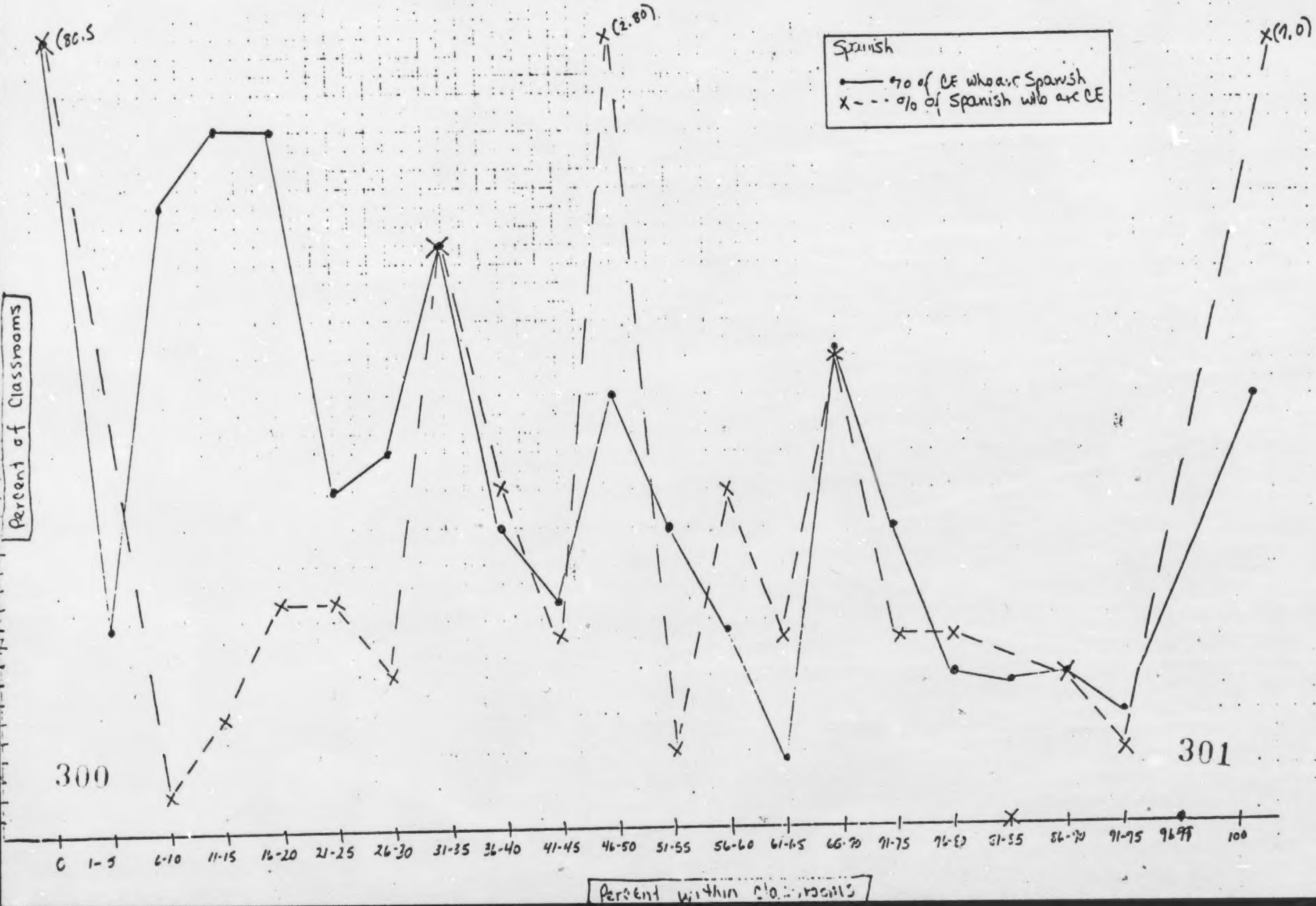

(51.3)
(11.4)
Black
% of CE who are Black
% of Black who are CE
Percent of Classrooms
5.0
4.0
3.0
2.0
1.0
0
1-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-99
100
Percent within classrooms

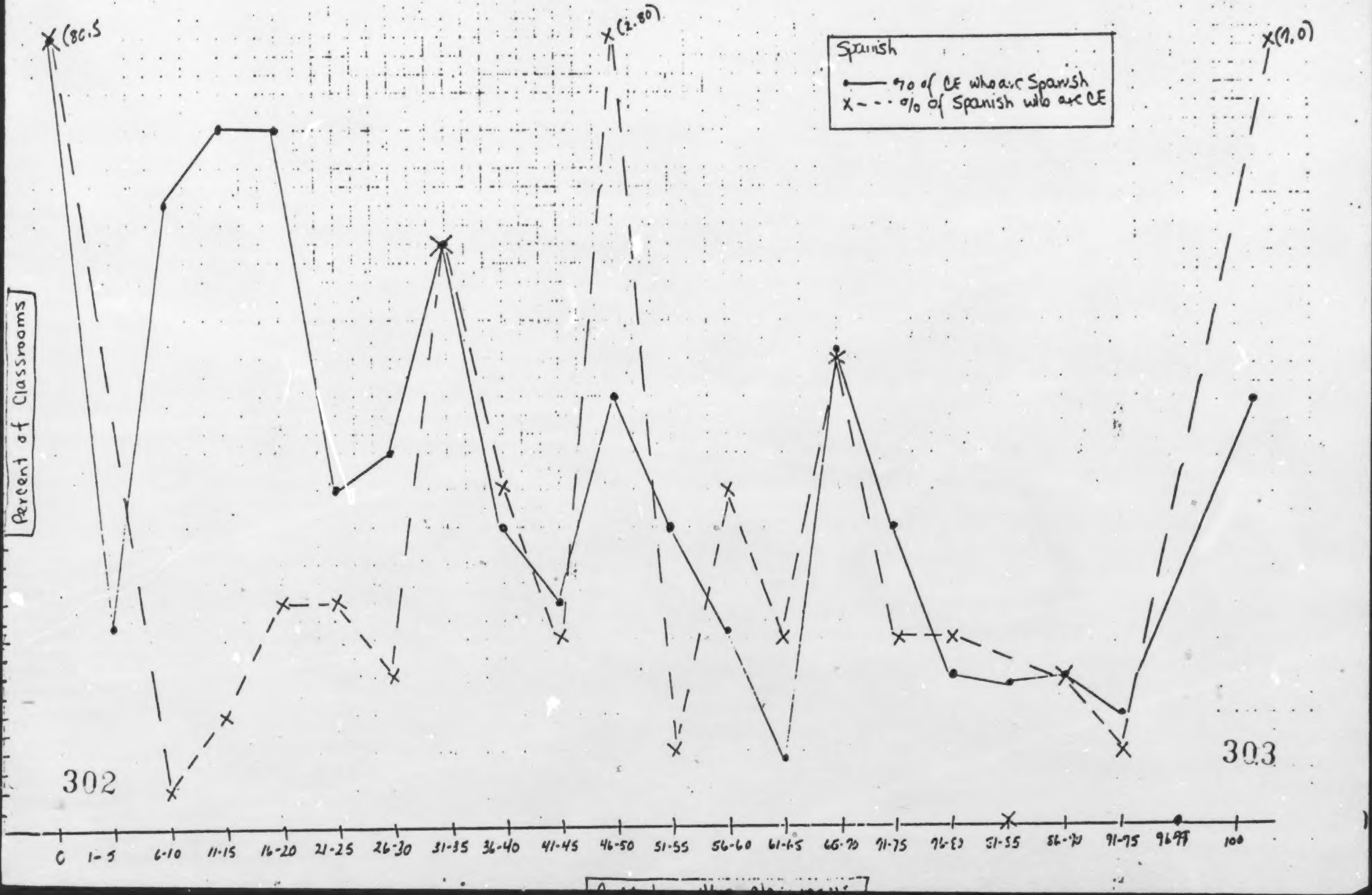

Percent of TOTAL who are Blac
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
8.8
3.6
4.4
3.7
3.9
3.4
3.9
5.5
8.2
7.7
17.3

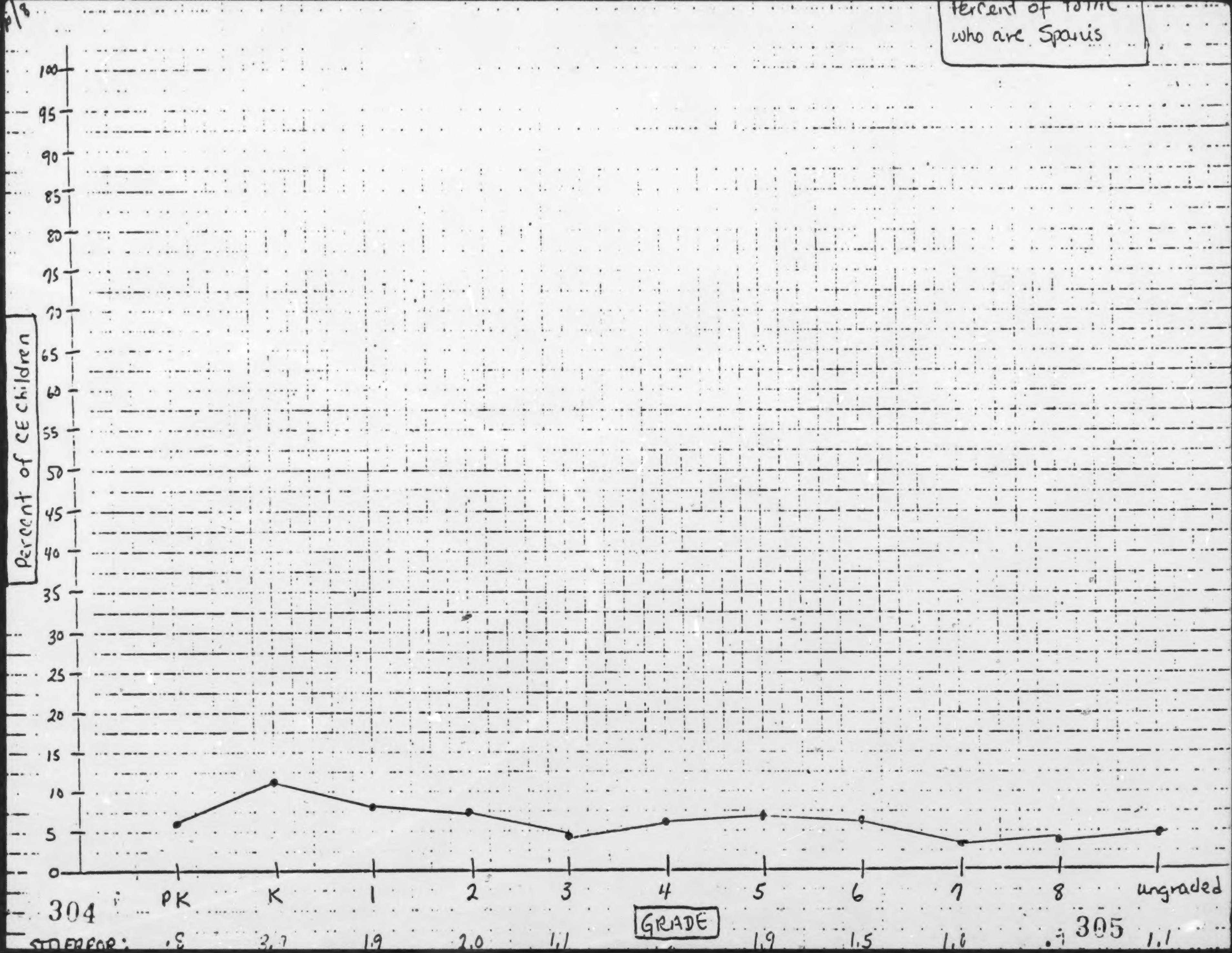

Percent of Black who are CE
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
3.9
4.5
4.3
4.3
3.0
5.1
5.4
4.9
3.7
4.2
3.9

11/8

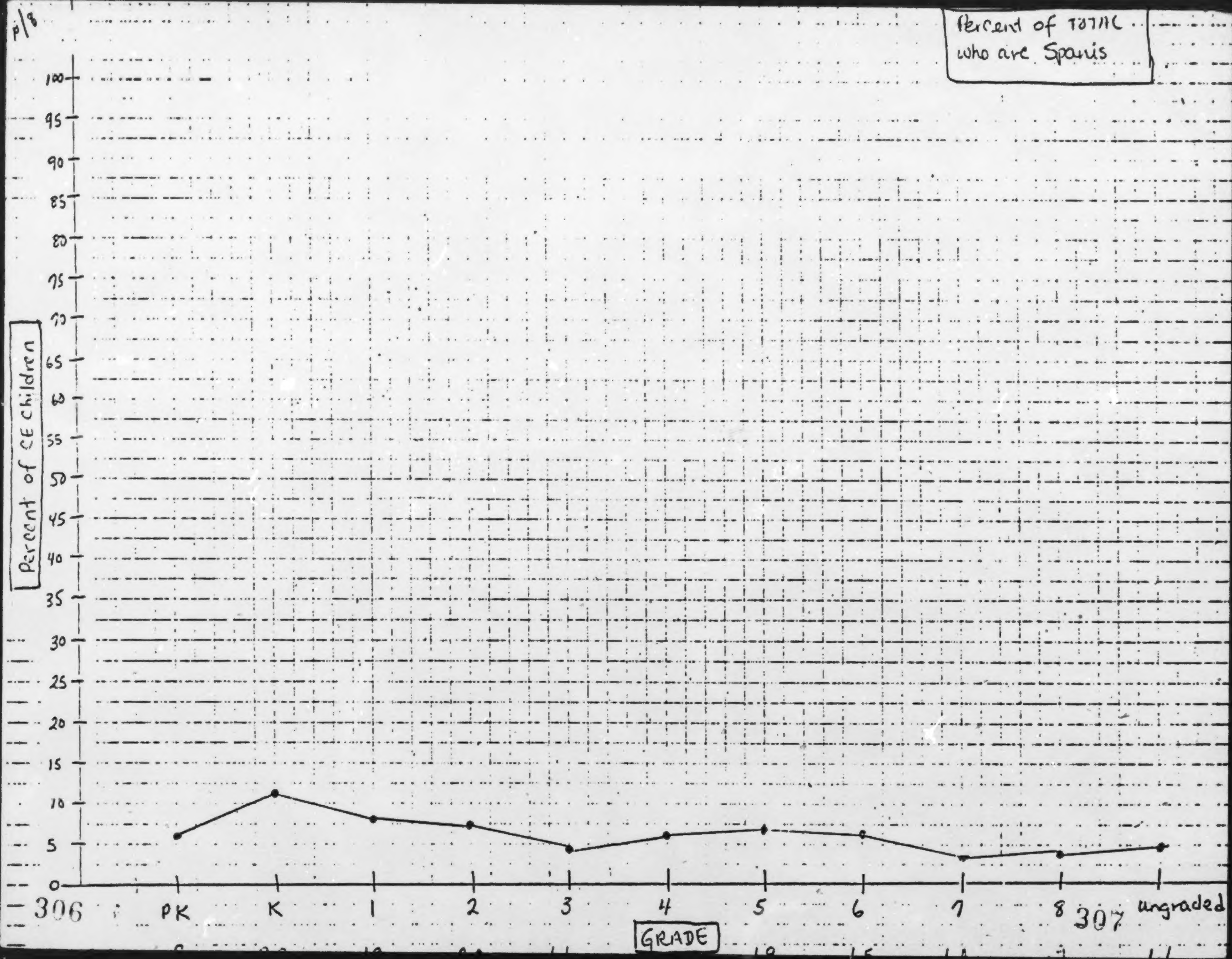

Percent of CE children who are Black
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR: 15.5
6.4
5.7
5.6
4.5
5.1
6.3
8.3
11.1
11.7
18.3


Spanish
% of CE who are Spanish
% of Spanish who are CE
(80.5
(2.80)
(1.0)
Percent of Classrooms
0
1-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-99
100
Percent within Classrooms

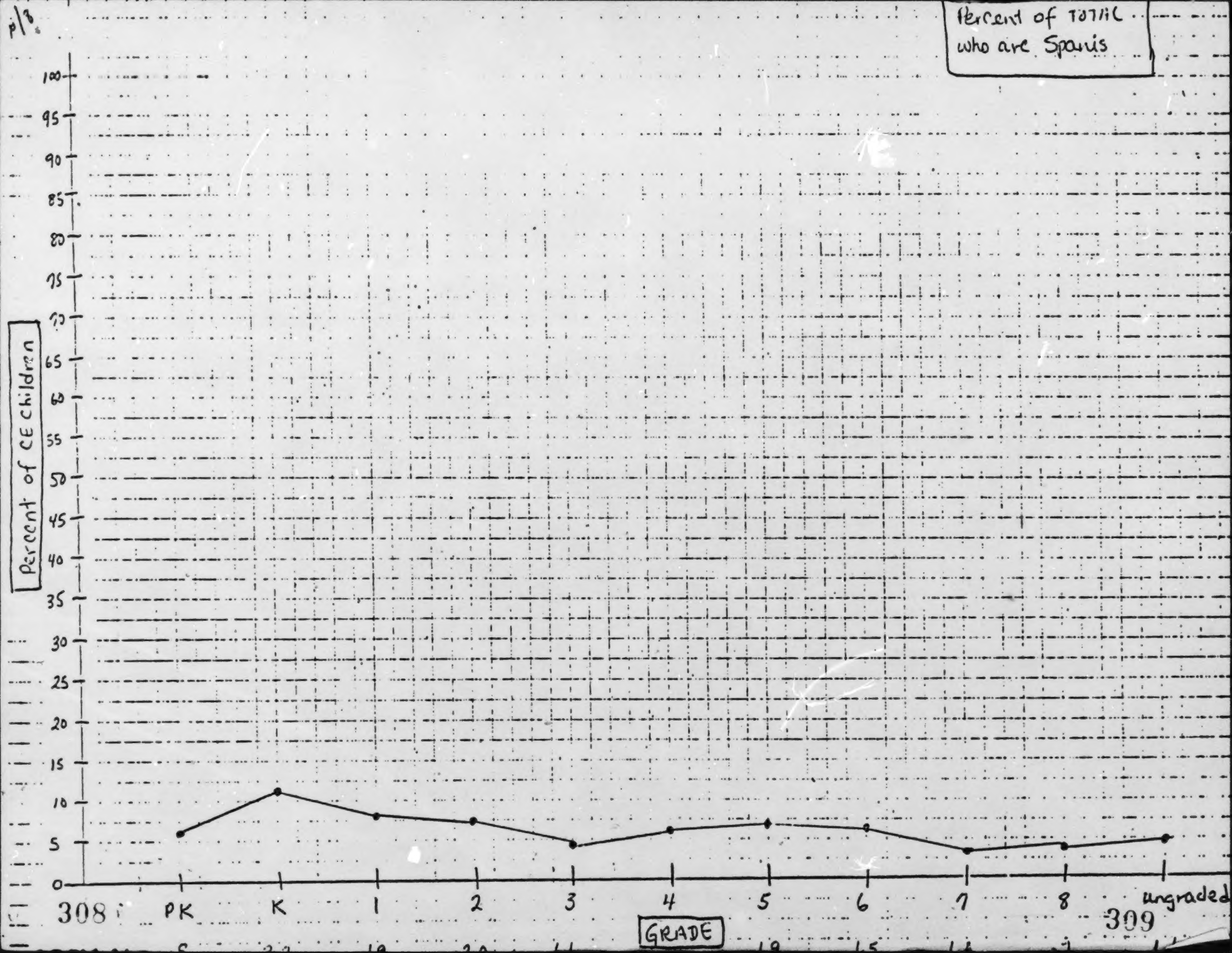

Spanish
% of CE who are Spanish
% of Spanish who are CE
X (80.5
X (2.80)
X (1.0)
Percent of Classrooms
0
1-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-99
100

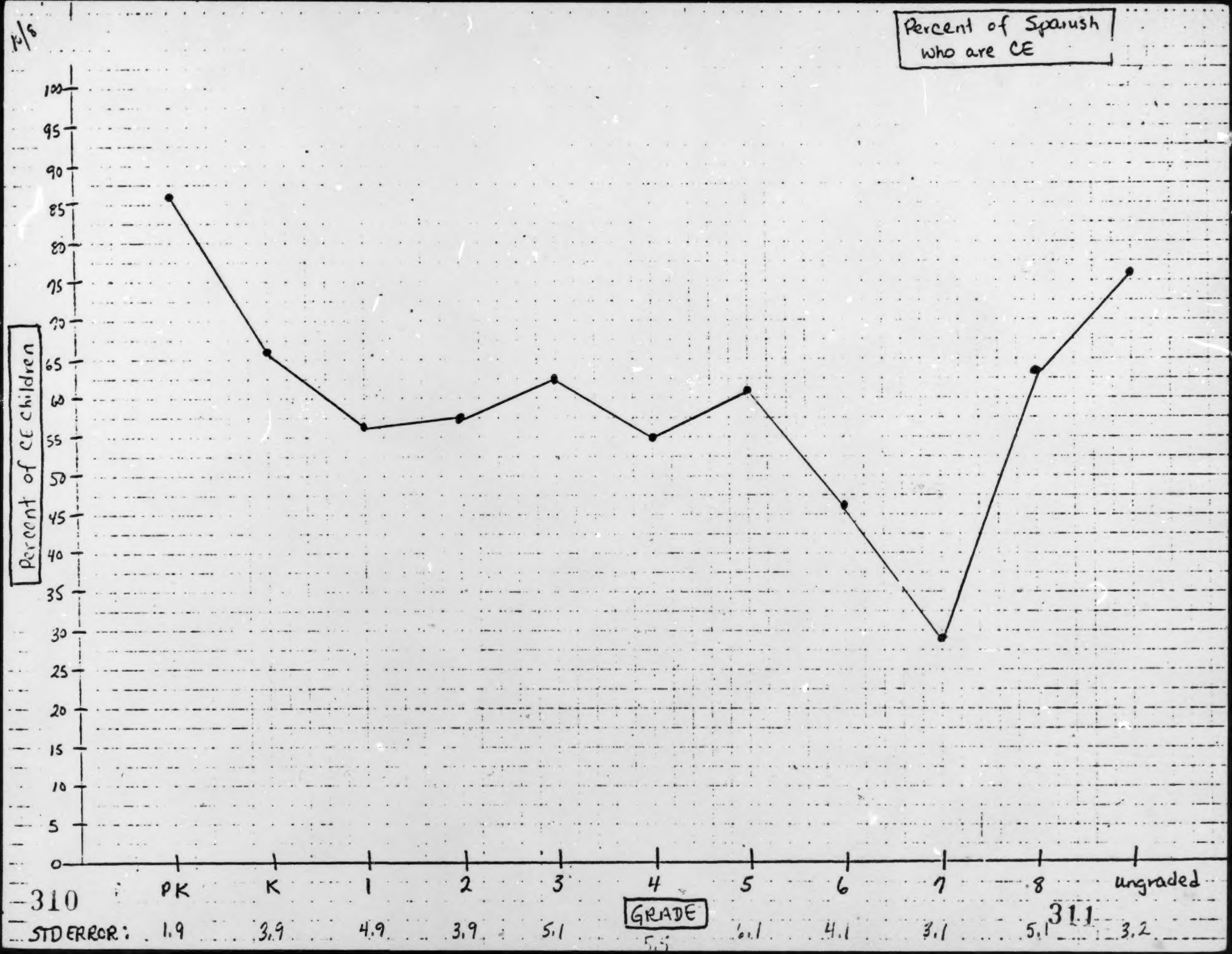

Percent of Total
who are Spanis
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
.8
1.9
2.0
1.1
1.9
1.5
1.6
1.1

p/8

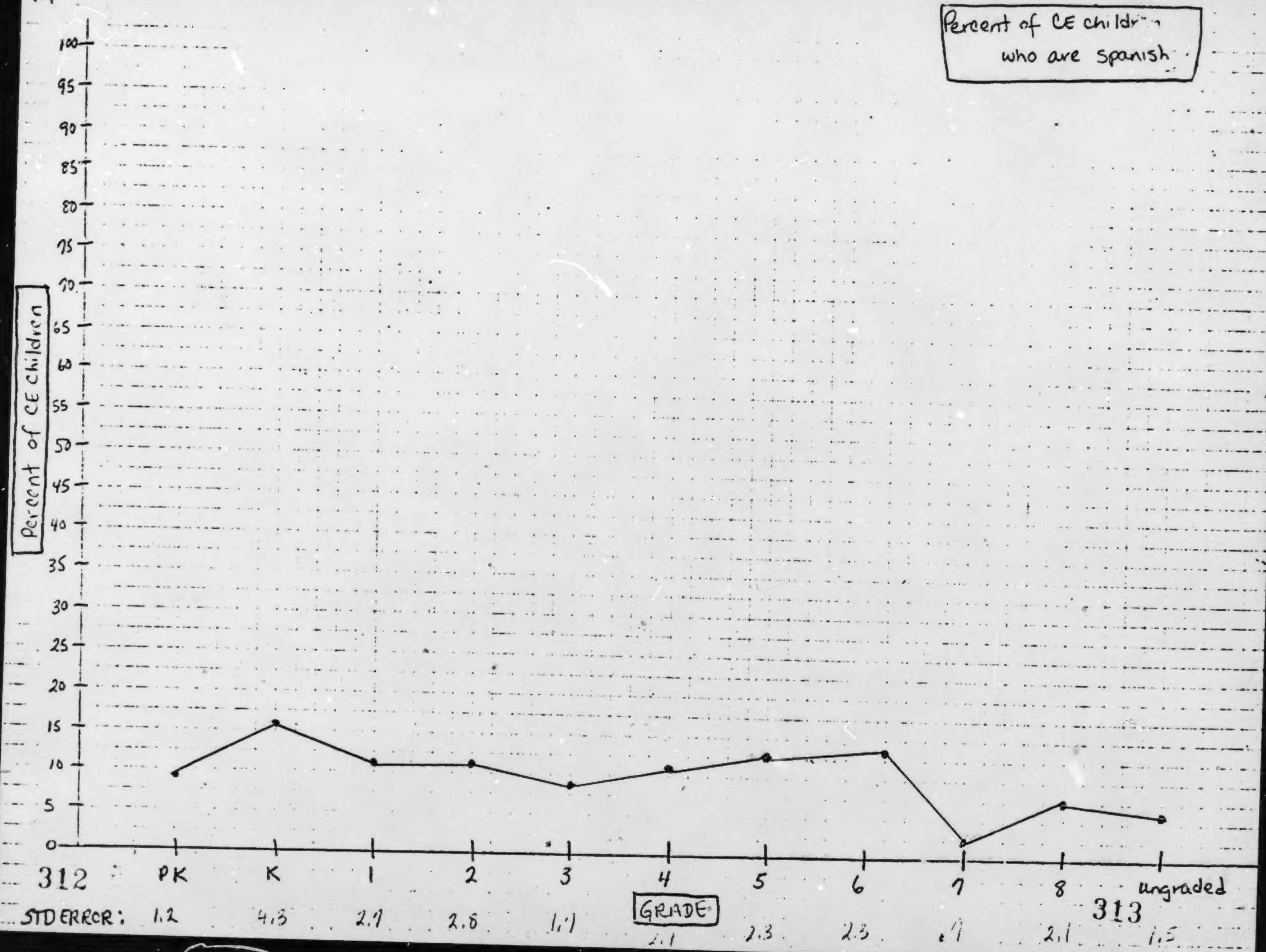

Percent of TOTAL who are Spanis
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE

p/8

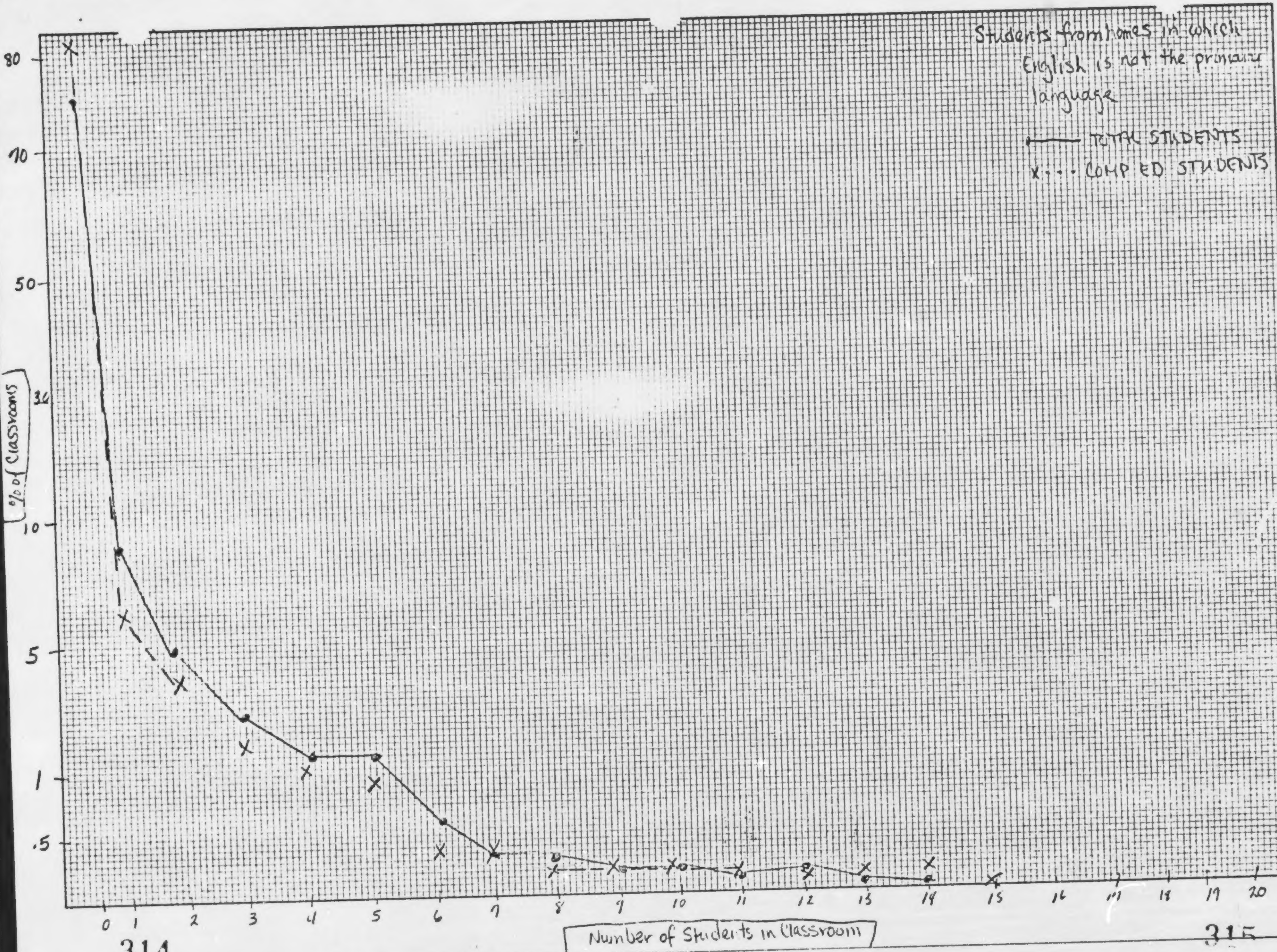

Percent of TOTAL who are Spanis
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE

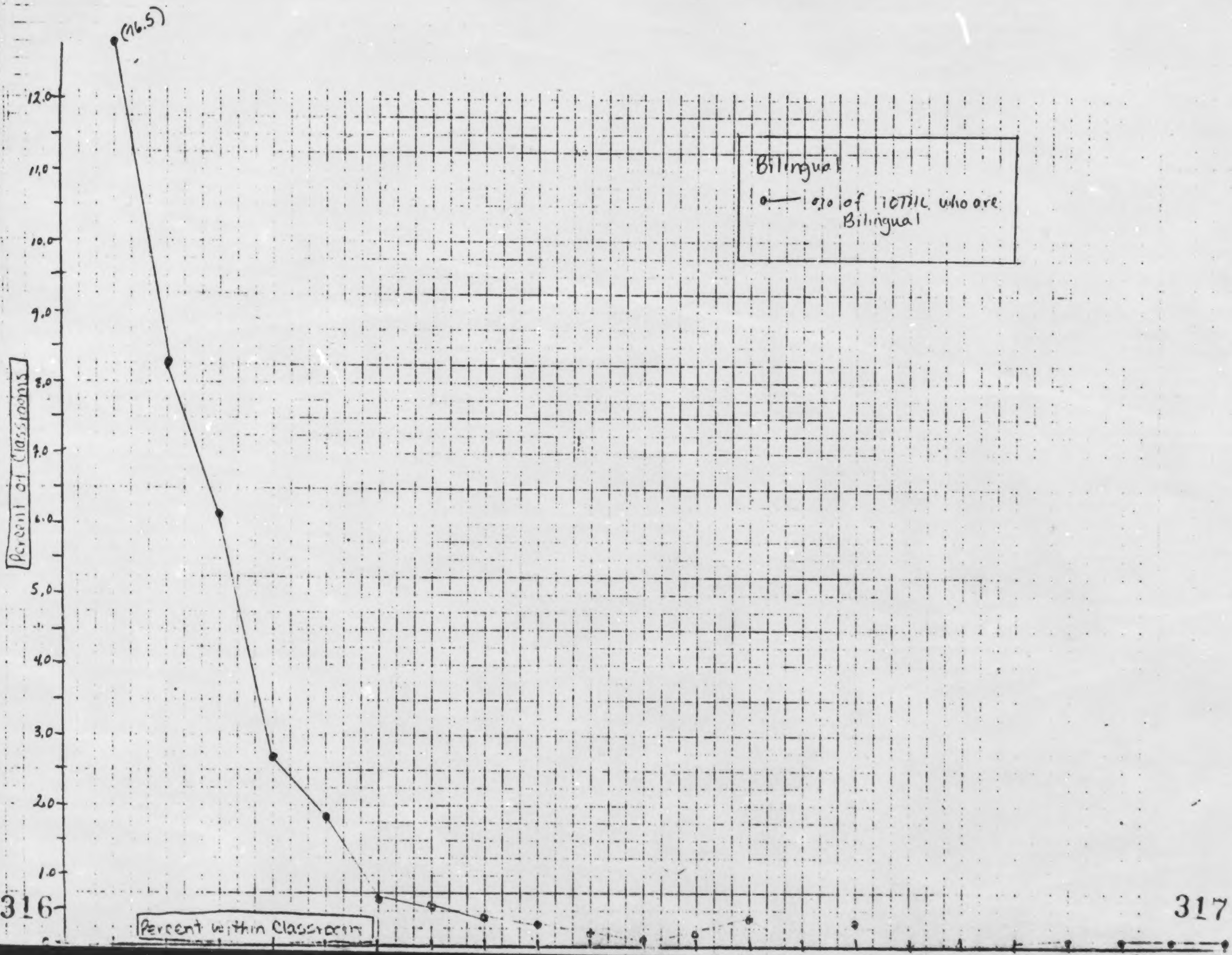
p/8
Percent of Spanish who are CE
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR: 1.9 3.9 4.9 3.9 5.1 5.5 6.1 4.1 3.1 5.1 3.2

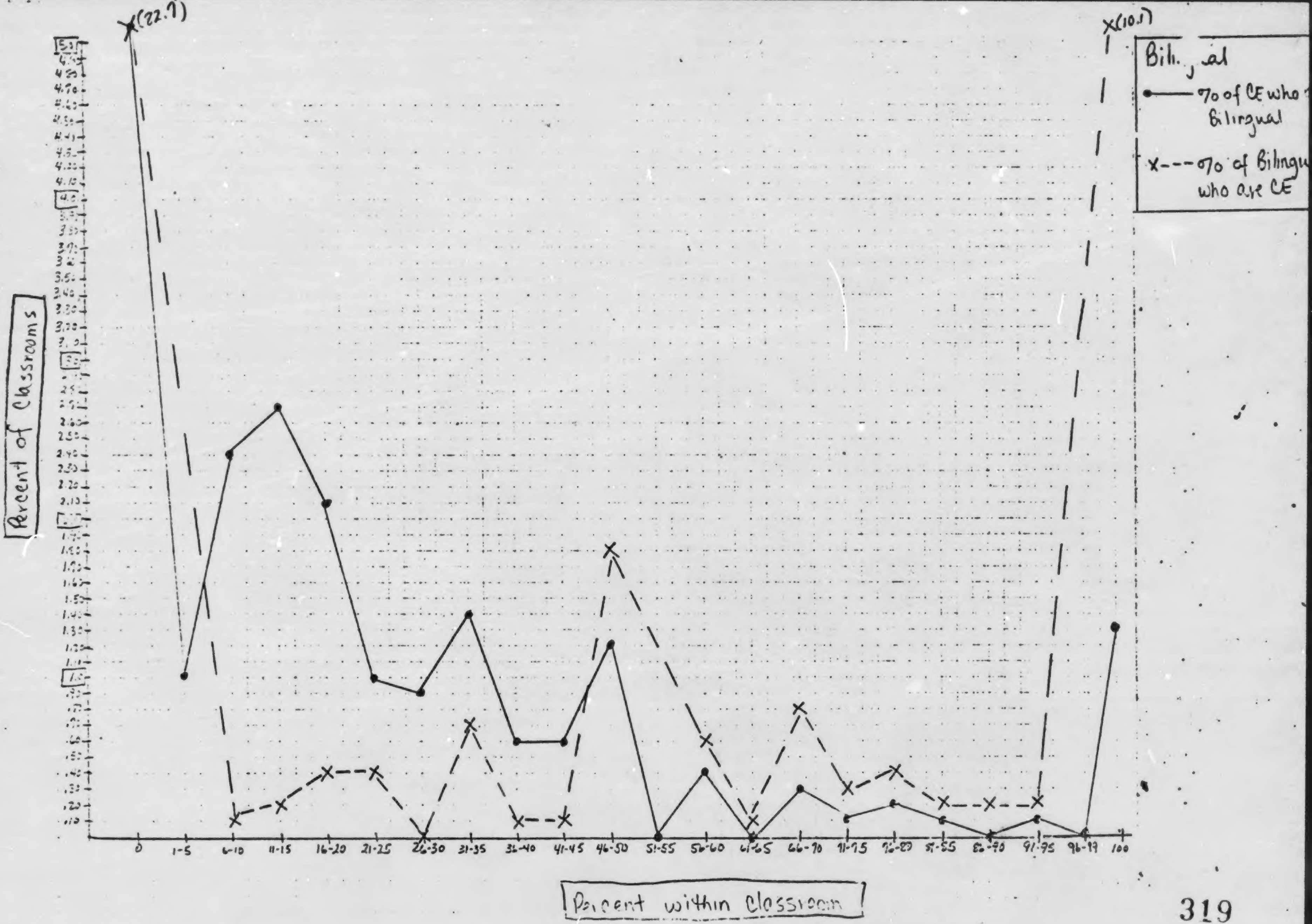
10/8

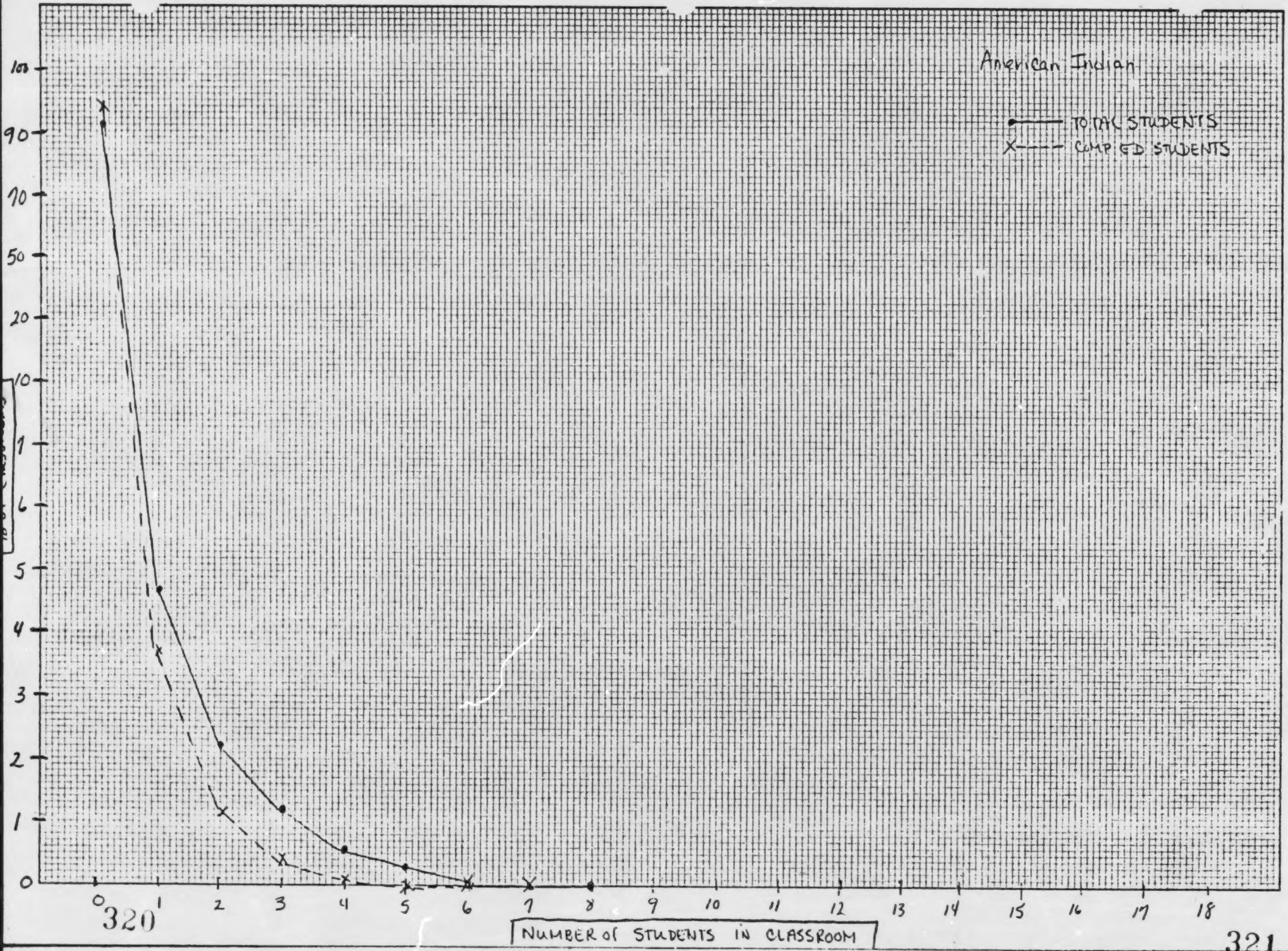


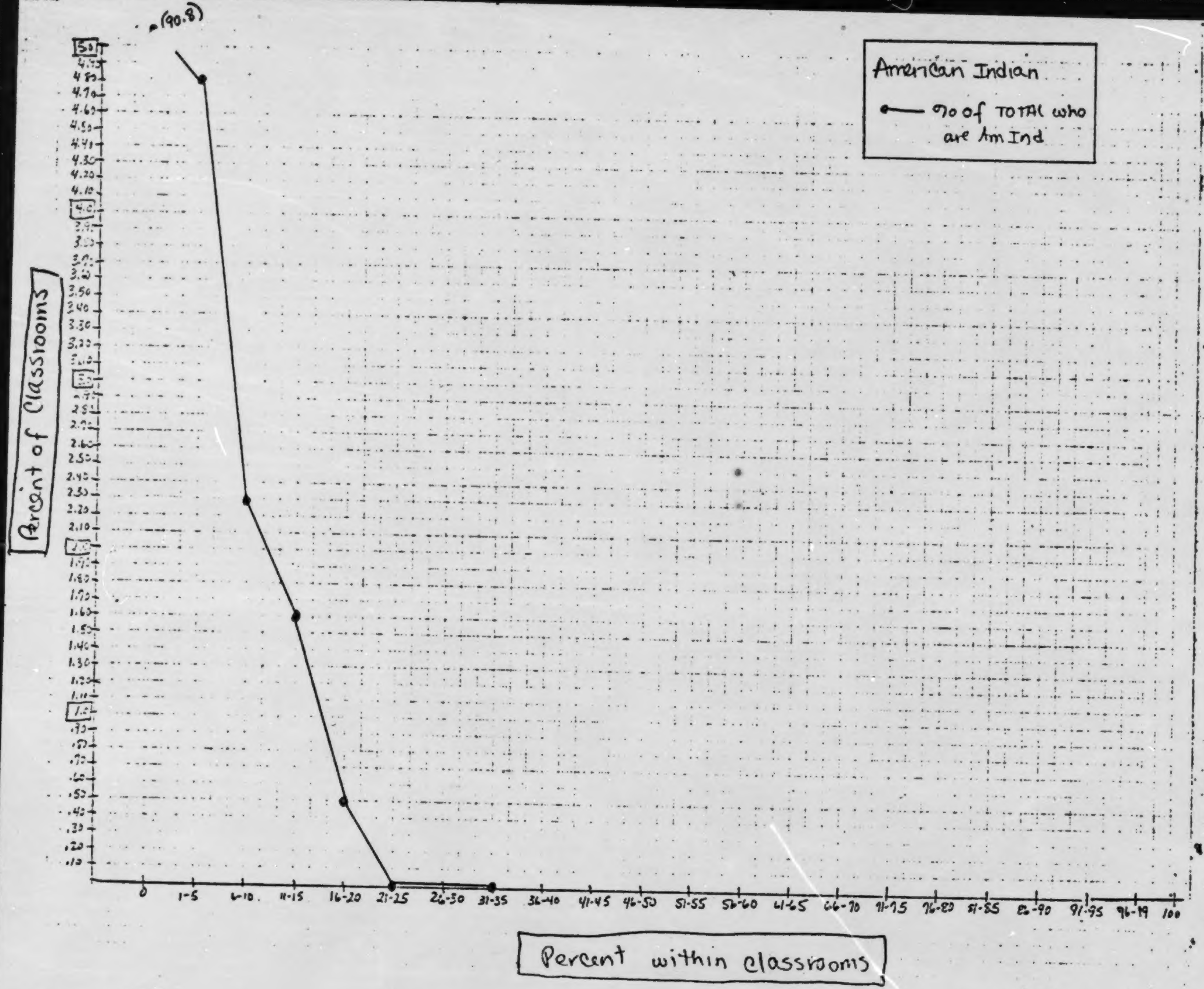
Percent of CE children who are spanish
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
1.2
4.3
2.7
2.8
1.1
2.1
2.3
2.3
.7
2.1
1.5

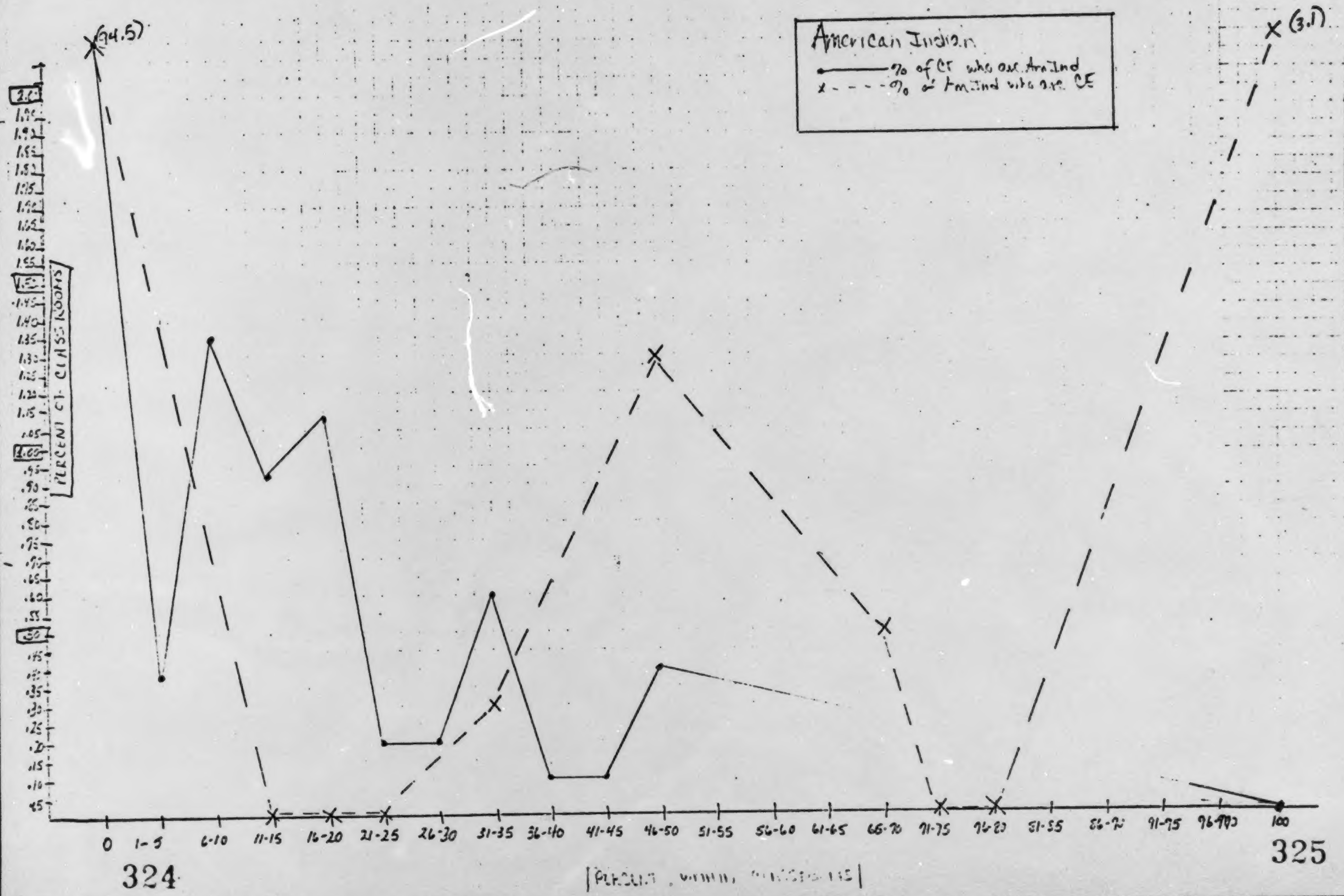

Students from homes in which English is not the primary language
TOTAL STUDENTS
x - - - COMP ED STUDENTS
% of Classrooms
80
70
50
30
10
5
1
.5
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
Number of Students in Classroom

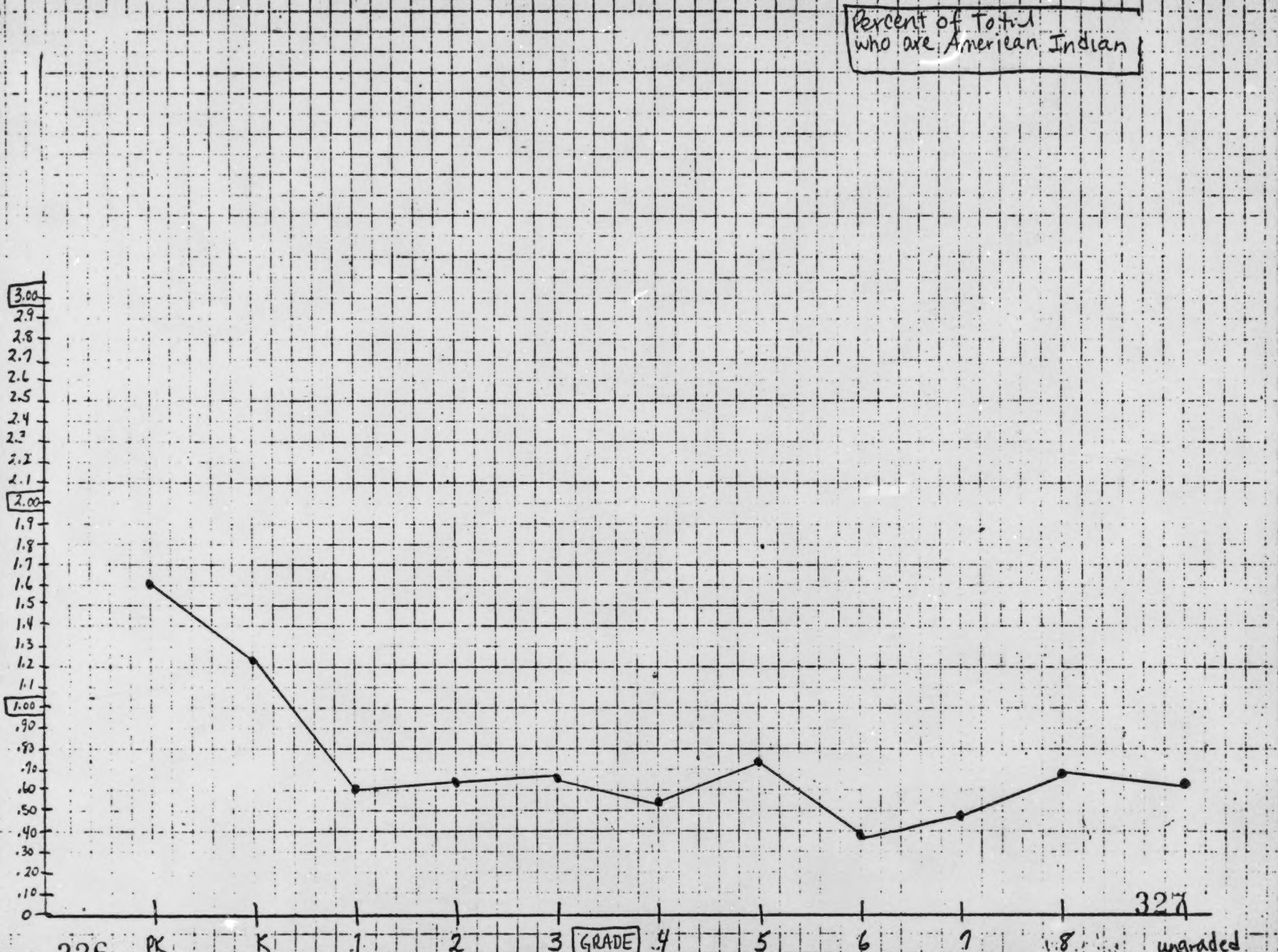

(16.5)
12.0
11.0
10.0
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
Percent of Classrooms
Percent within Classroom
Bilingual
% of TOTAL who are Bilingual

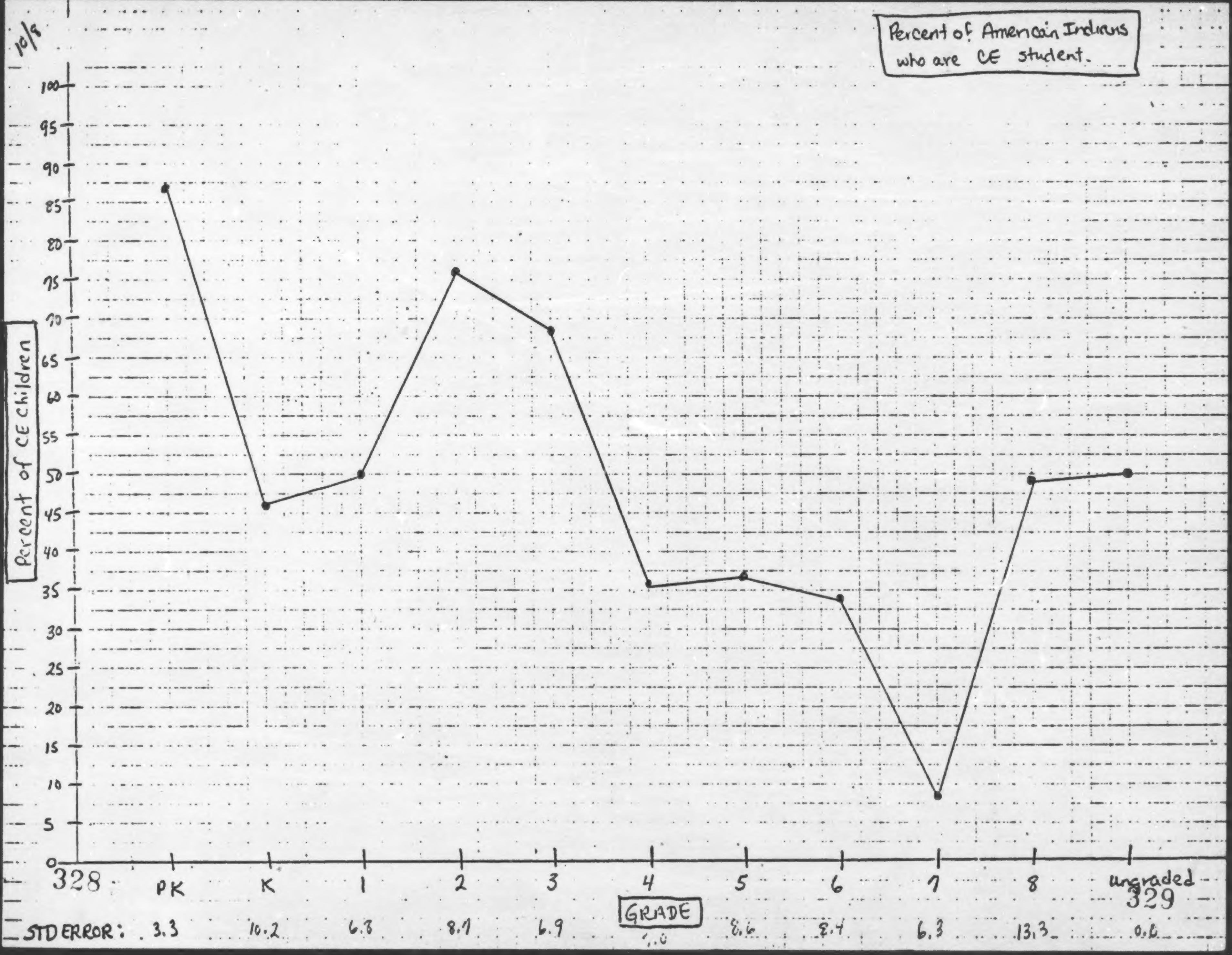

x(22.7)
x(10.1)
Bilingual
•—— % of CE who
Bilingual
x - - - % of Bilingu
who are CE
Percent of Classrooms
5.0
4.80
4.70
4.40
4.20
4.10
4.0
3.90
3.70
3.50
3.40
3.30
3.20
3.0
2.60
2.50
2.40
2.30
2.20
2.10
2.0
1.50
1.40
1.30
1.20
1.10
1.0
.60
.50
.40
.30
.20
.10
0
1-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-99
100
Percent within Classroom


American Indian
TOTAL STUDENTS
COMP ED STUDENTS
100
90
70
50
20
10
7
6
5
4
3
2
1
0
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
NUMBER OF STUDENTS IN CLASSROOM

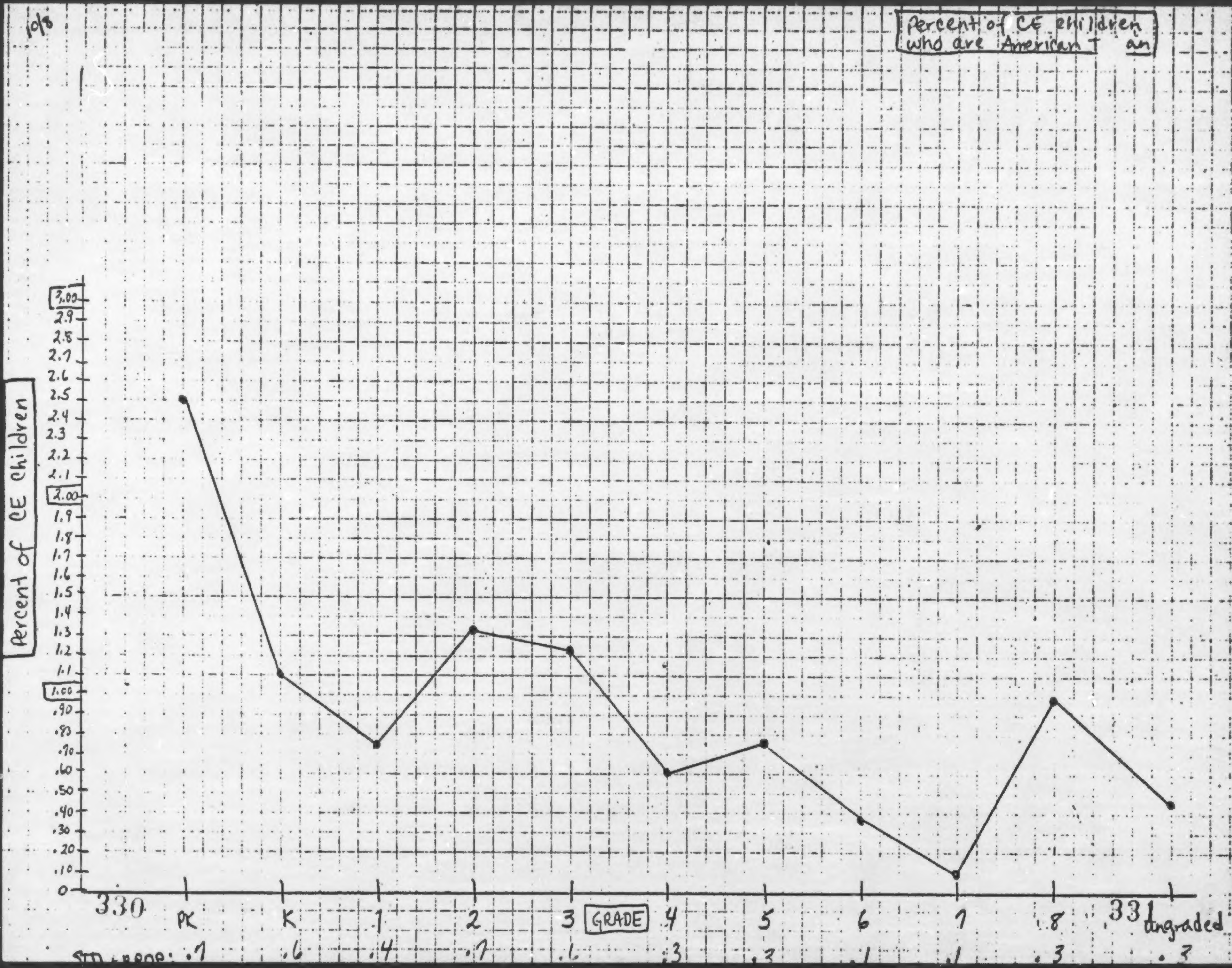

American Indian
% of TOTAL who are Am Ind
(90.8)
Percent of Classrooms
5.0
4.90
4.80
4.70
4.60
4.50
4.40
4.30
4.20
4.10
4.0
3.90
3.80
3.70
3.60
3.50
3.40
3.30
3.20
3.10
3.0
2.90
2.80
2.70
2.60
2.50
2.40
2.30
2.20
2.10
2.0
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.0
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
1-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-99
100
Percent within classrooms

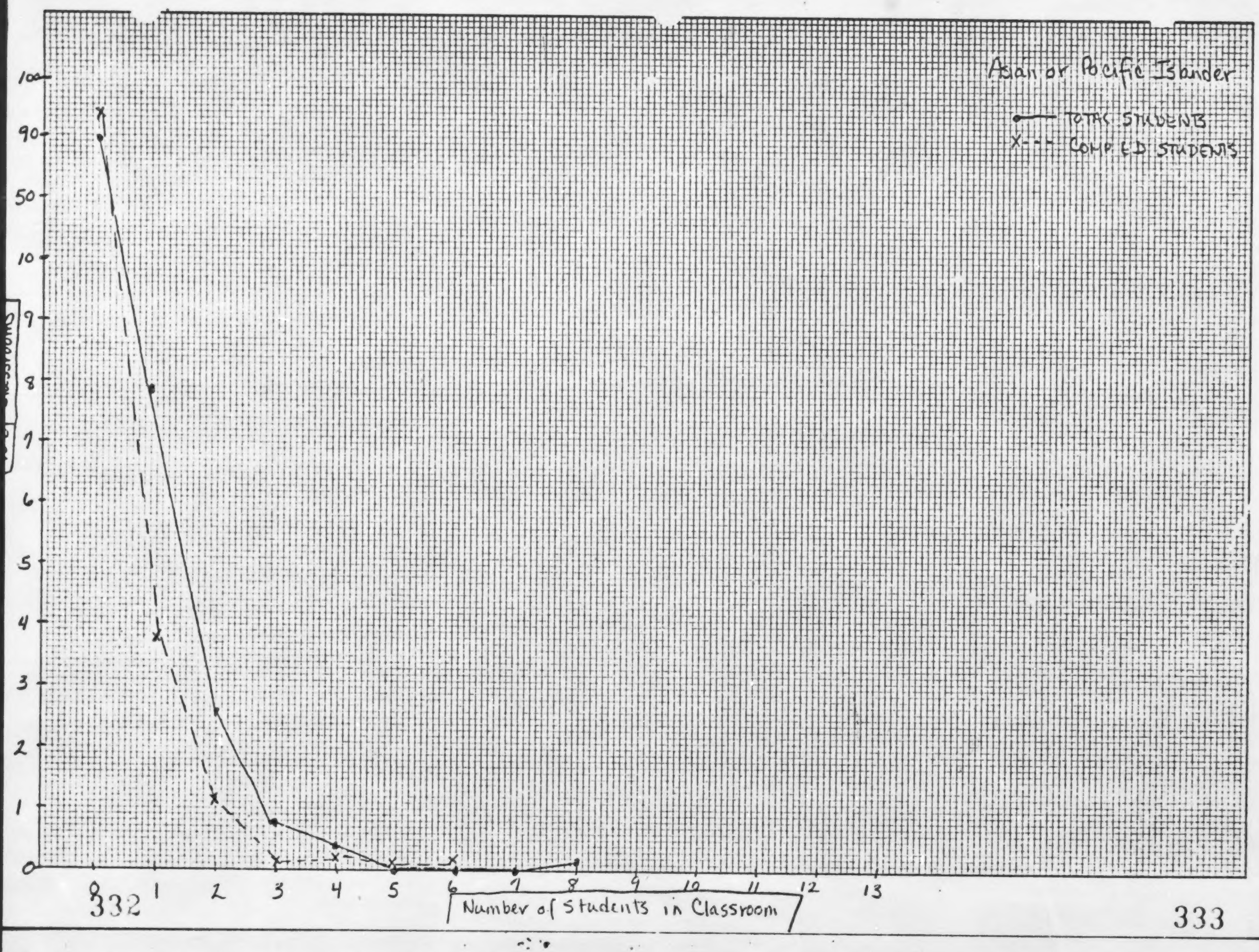

American Indian
% of CT who are Am Ind
% of Am Ind who are CE
(94.5)
(3.1)
PERCENT OF CLASSROOMS
2.00
1.95
1.90
1.85
1.80
1.75
1.70
1.65
1.60
1.55
1.50
1.45
1.40
1.35
1.30
1.25
1.20
1.15
1.05
1.00
.95
.90
.85
.80
.75
.70
.65
.60
.55
.50
.45
.40
.35
.30
.25
.20
.15
.10
.05
0
1-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-99
100
PERCENT

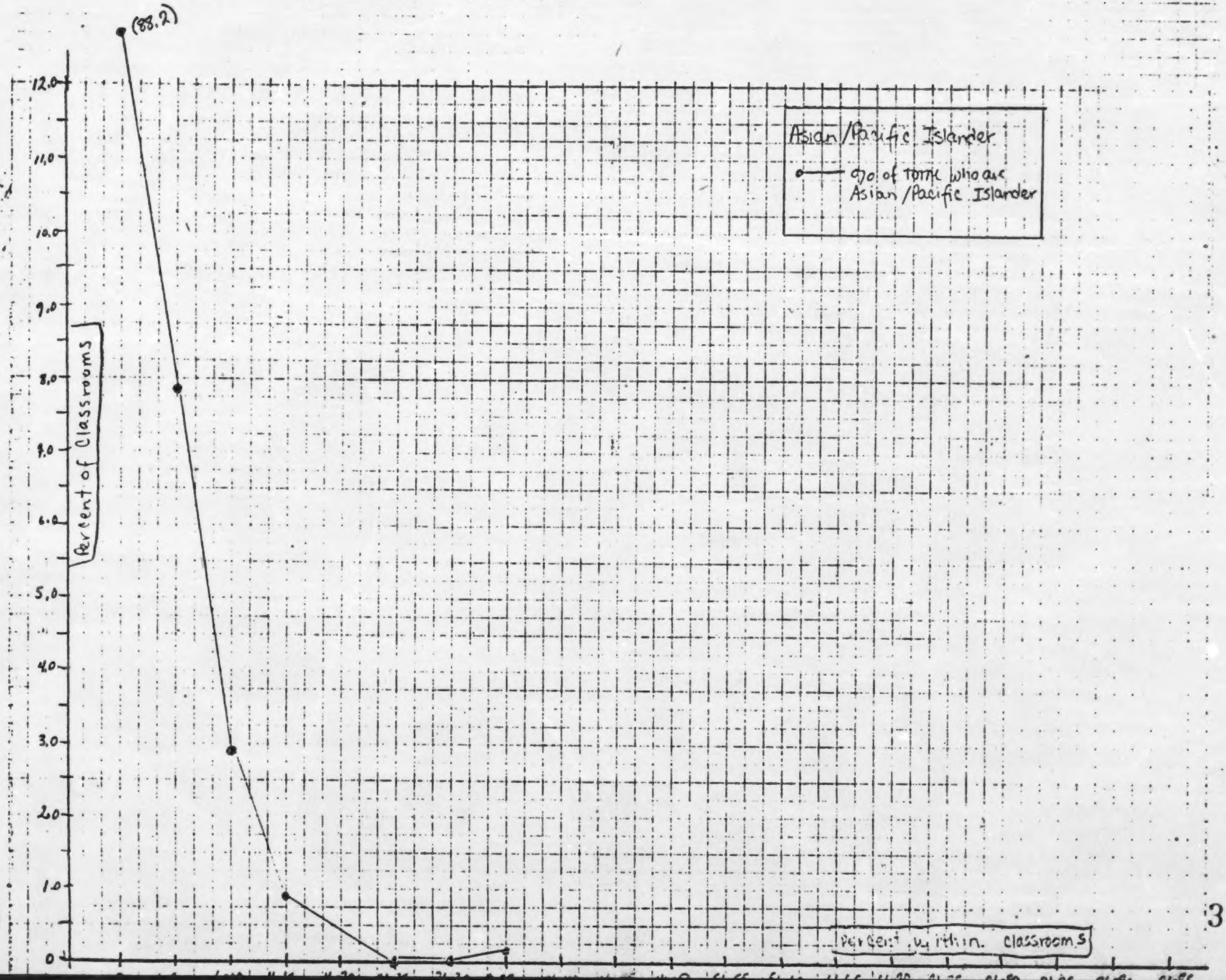

Percent of Total who are American Indian
3.00
2.9
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
2.00
1.9
1.8
1.7
1.6
1.5
1.4
1.3
1.2
1.1
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
PK
K
1
2
3
GRADE
4
5
6
7
8
ungraded

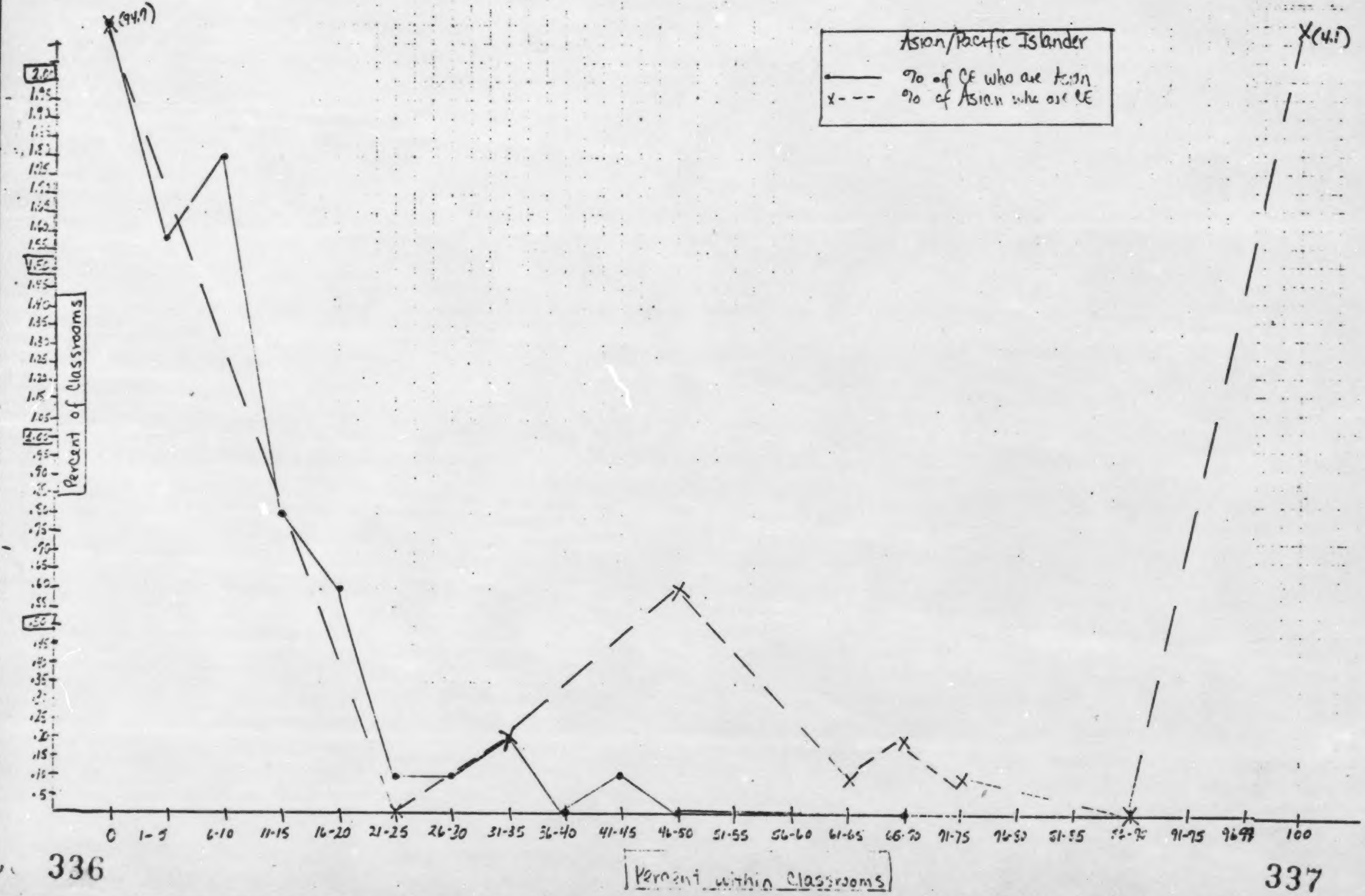

10/9
Percent of Americain Indians who are CE student.
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
3.3
10.2
6.8
8.1
6.9
8.6
8.4
6.3
13.3
0.0

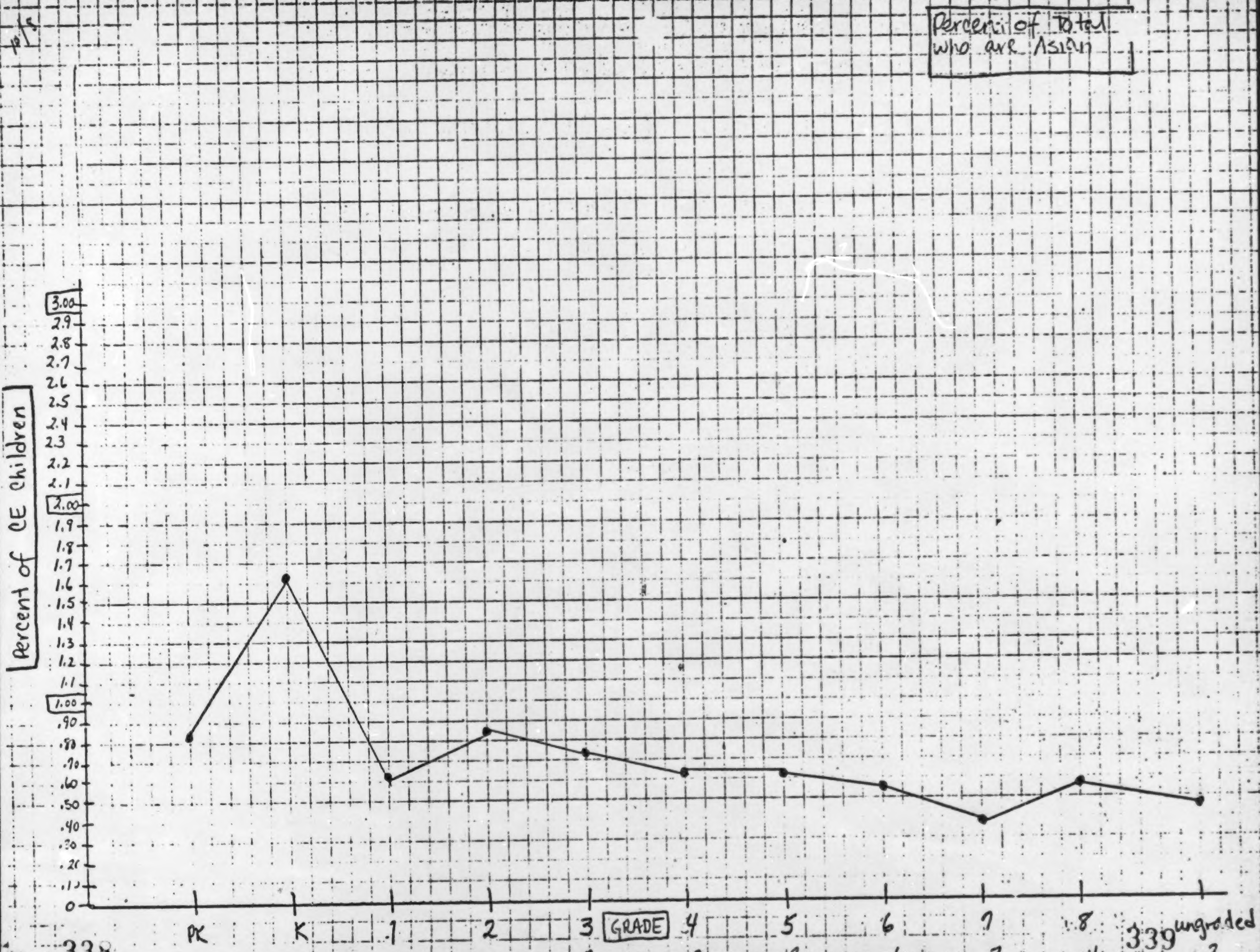
108

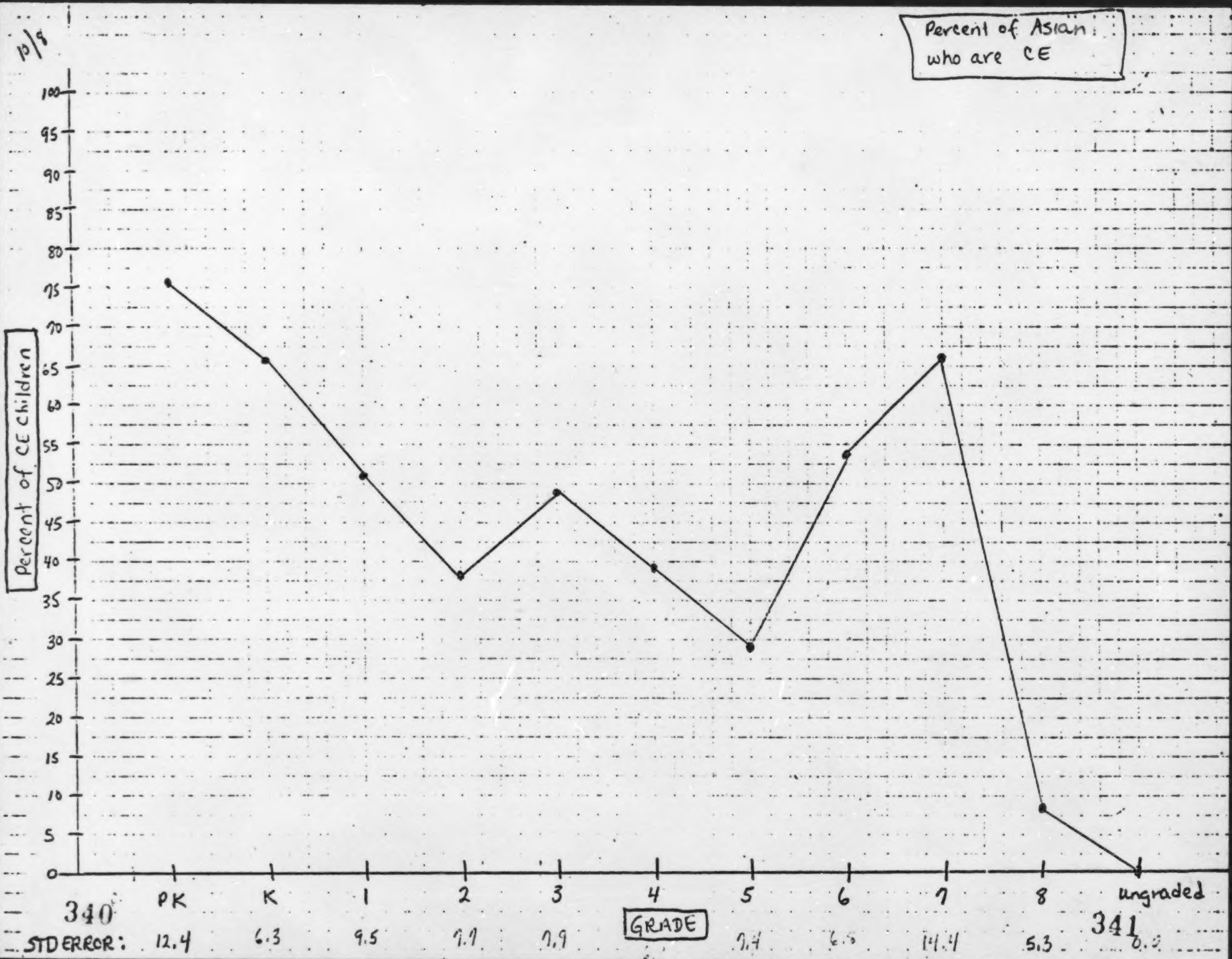

Percent of CE children who are American Indian
Percent of CE children
3.00
2.9
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
2.00
1.9
1.8
1.7
1.6
1.5
1.4
1.3
1.2
1.1
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
PK
K
1
2
3
GRADE
4
5
6
7
8
ungraded
STD. ERROR: .7
.6
.4
.7
.6
.3
.3
.1
.1
.3
.3

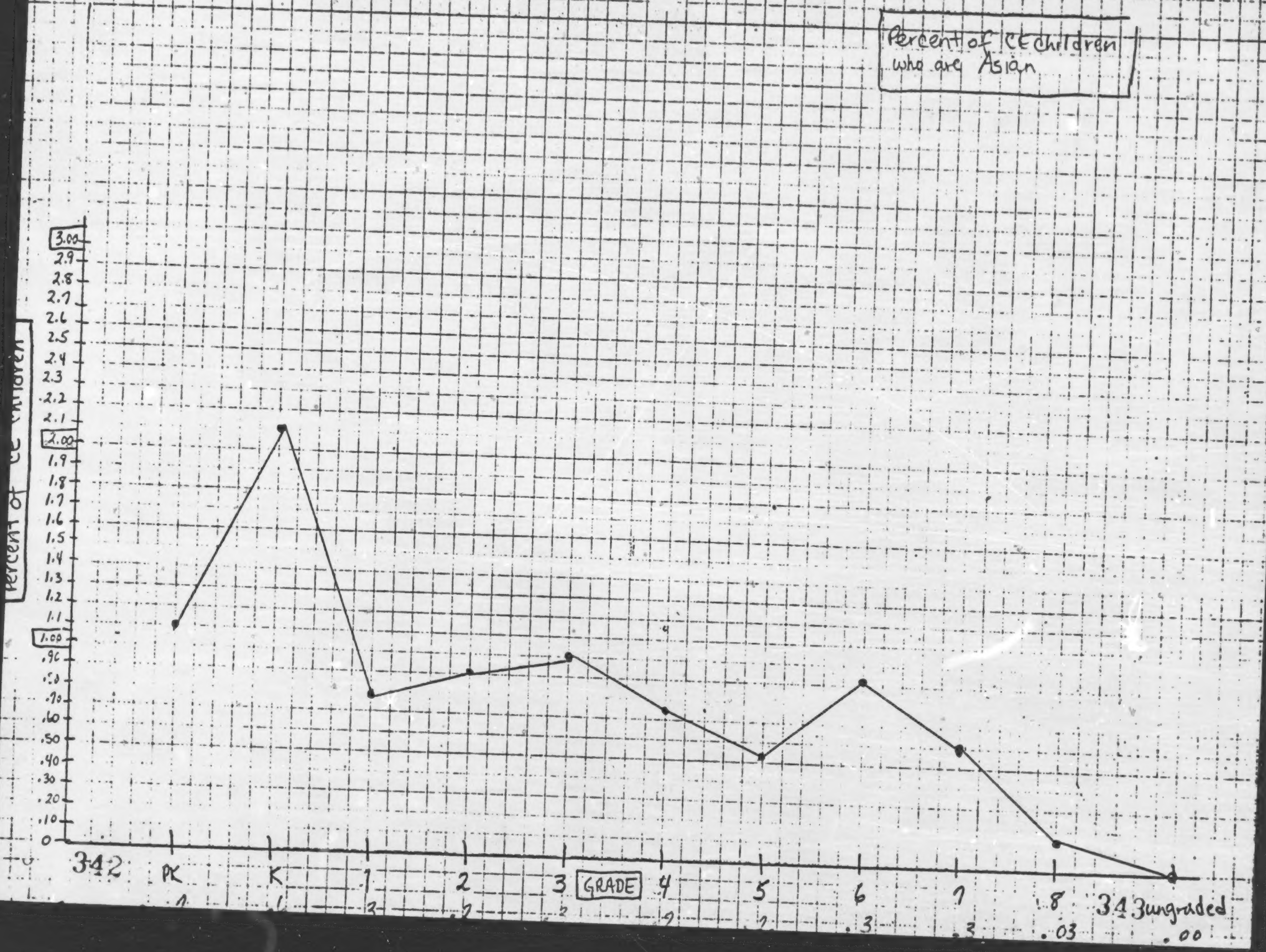

Asian or Pacific Islander
TOTAL STUDENTS
COMP ED STUDENTS
100
90
50
10
9
8
7
6
5
4
3
2
1
0
0
1
2
3
4
5
6
7
8
9
10
11
12
13
Number of Students in Classroom

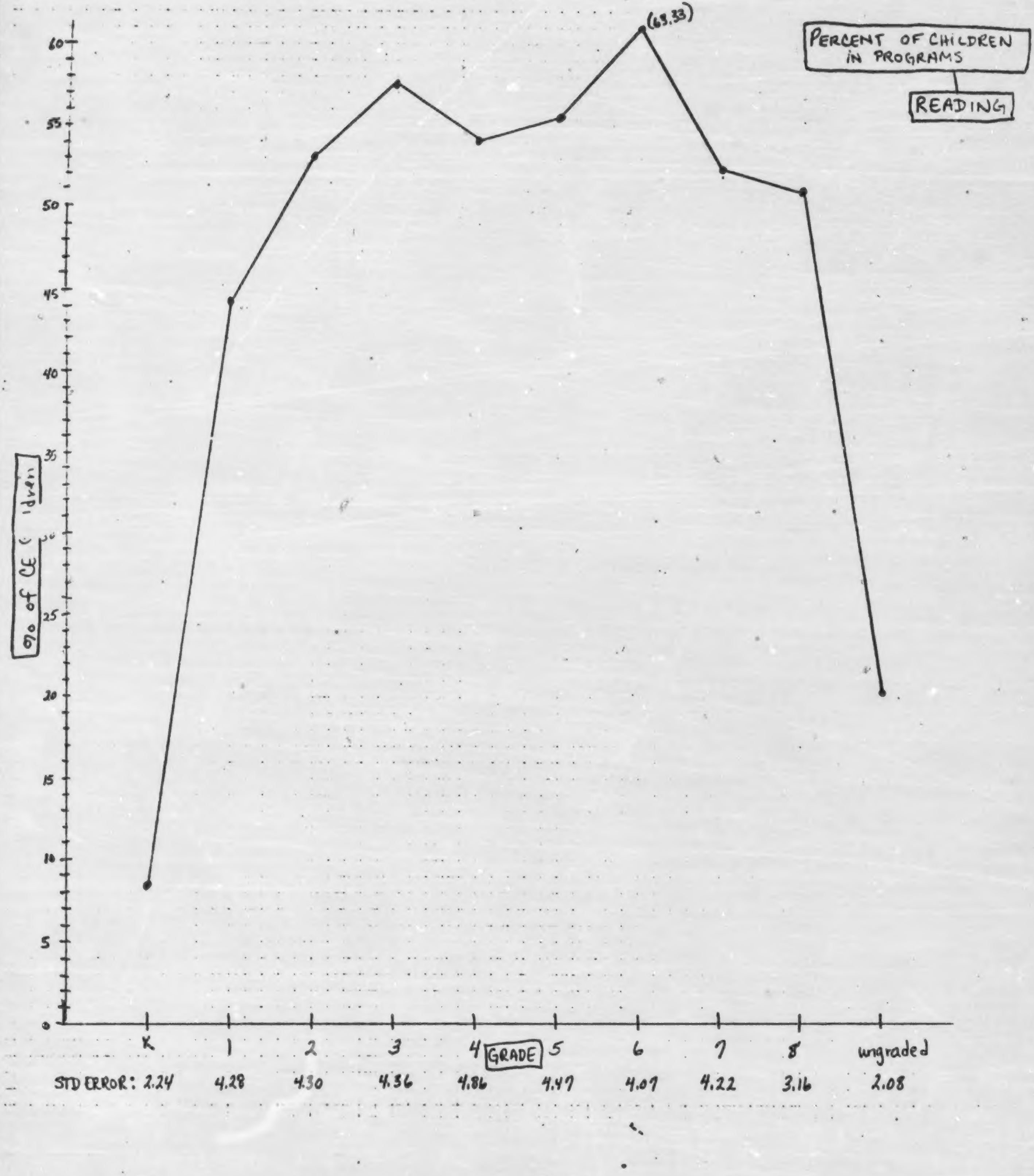

(88.2)
12.0
11.0
10.0
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0
Percent of Classrooms
Asian/Pacific Islander
% of total who are Asian/Pacific Islander
Percent within classrooms

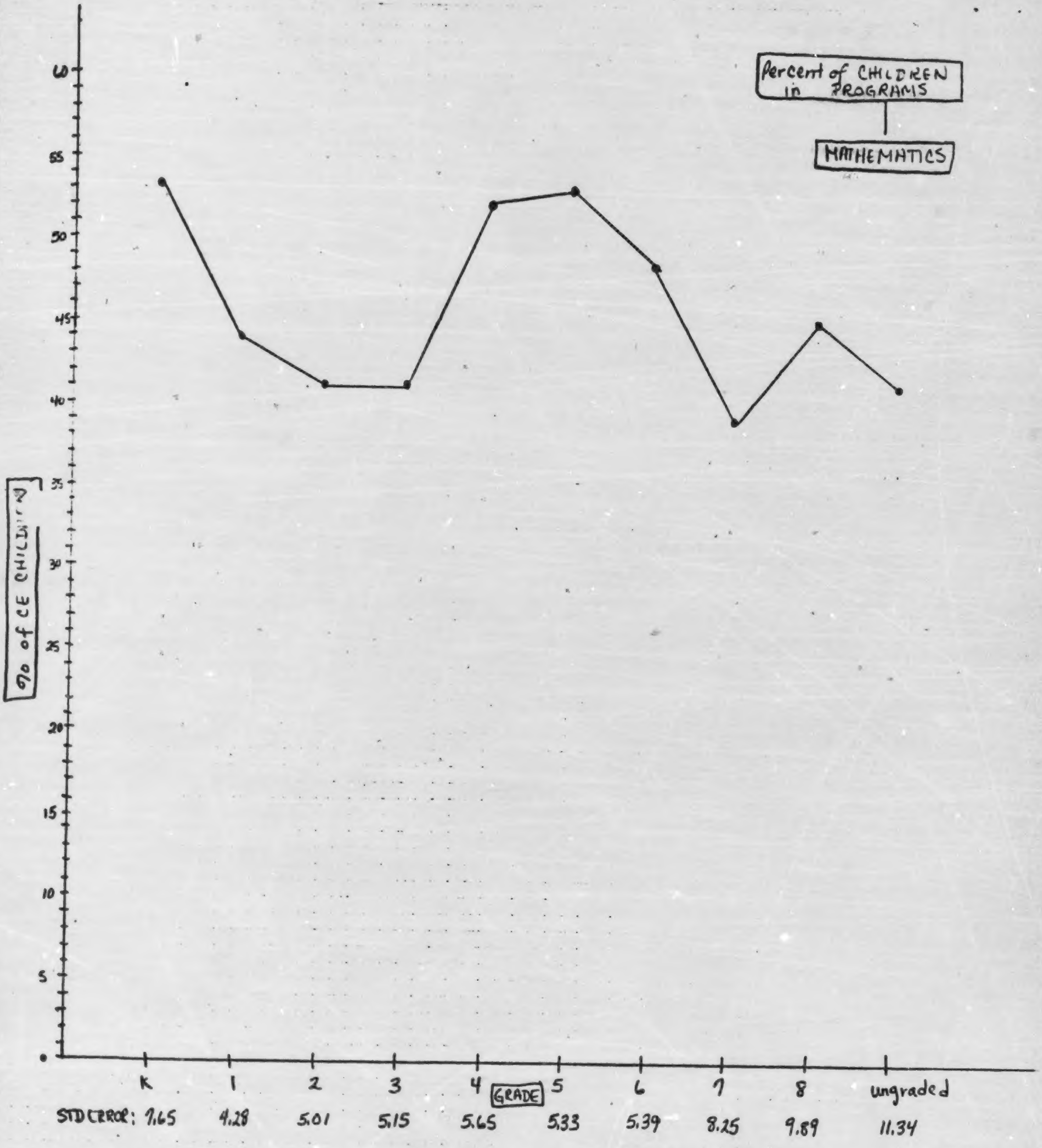

Asian/Pacific Islander
% of CE who are Asian
x - - - % of Asian who are CE
(94.7)
(4.1)
Percent of Classrooms
2.00
1.50
1.00
.95
.90
.80
.75
.70
.65
.60
.55
.50
.45
.40
.35
.30
.25
.20
.15
.10
.5
0
1-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
41-45
46-50
51-55
56-60
61-65
66-70
71-75
76-80
81-85
86-90
91-95
96-99
100
Percent within Classrooms

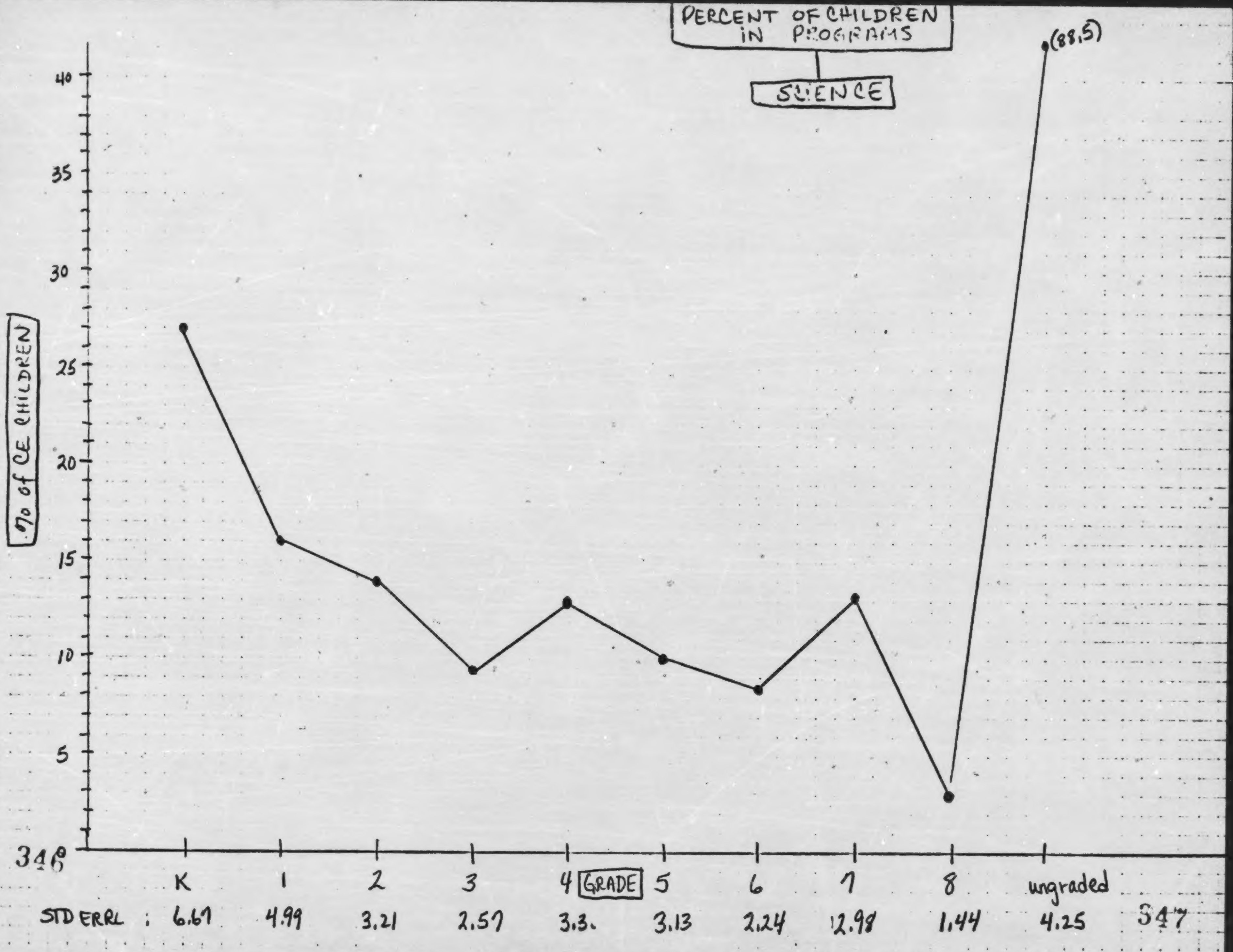

Percent of Total
who are Asian
Percent of CE children
3.00
2.9
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
2.00
1.9
1.8
1.7
1.6
1.5
1.4
1.3
1.2
1.1
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
PK
K
1
2
3
GRADE
4
5
6
7
8
ungraded

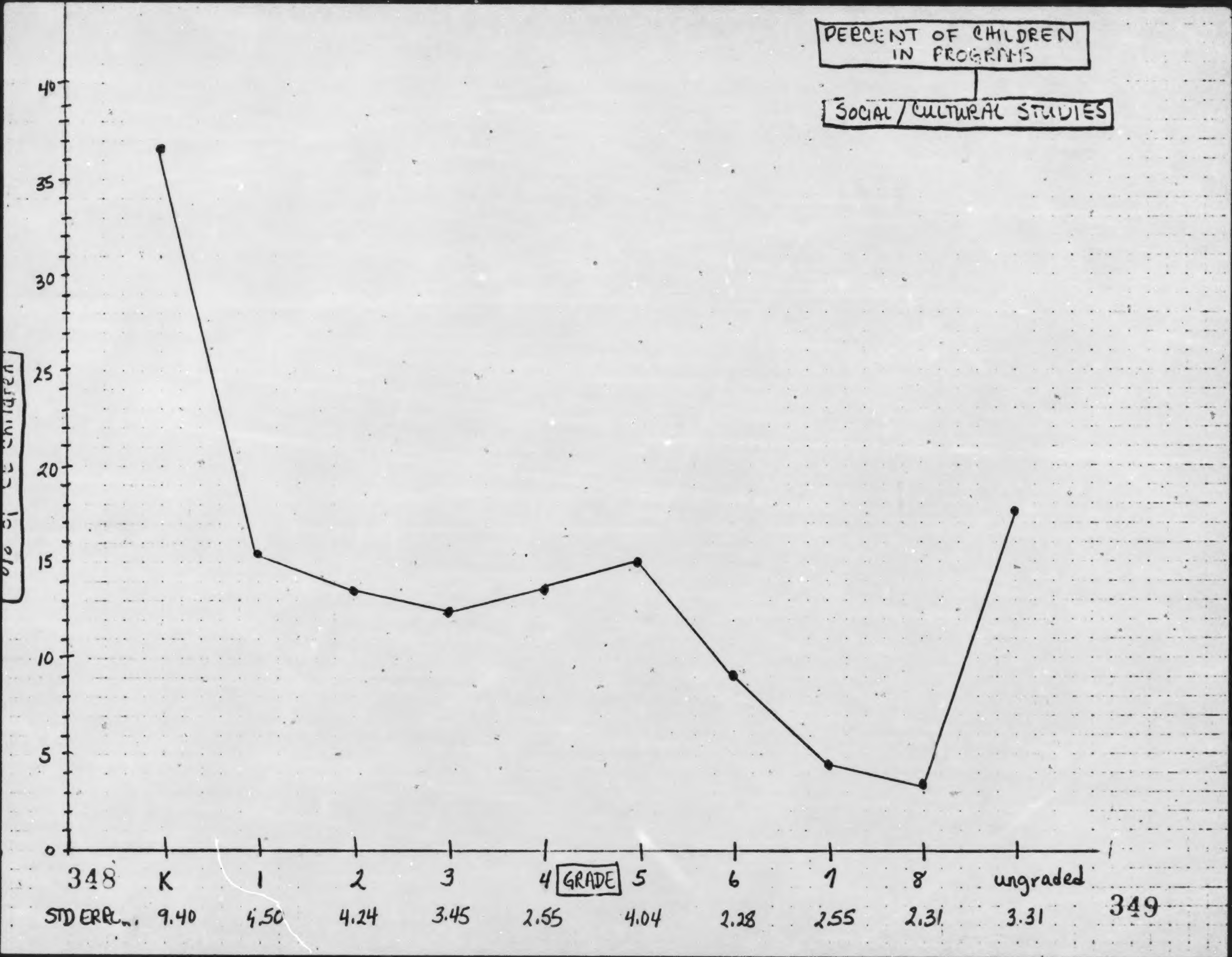

p/8
Percent of Asian who are CE
Percent of CE children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
PK
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR:
12.4
6.3
9.5
7.7
7.9
7.4
6.5
14.4
5.3
0.0

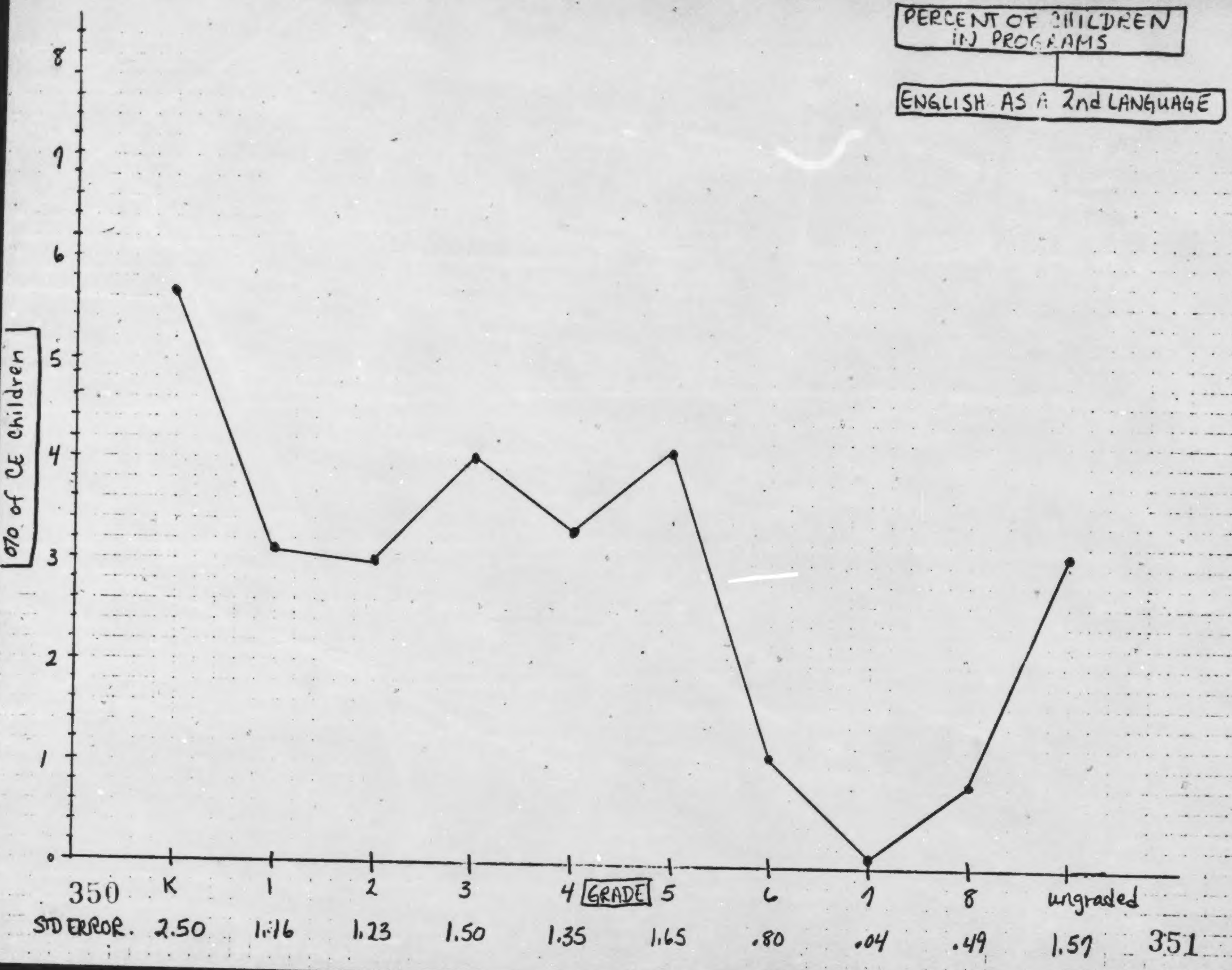

Percent of CE children who are Asian
Percent of CE children
3.00
2.9
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
2.00
1.9
1.8
1.7
1.6
1.5
1.4
1.3
1.2
1.1
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
PK
K
1
2
3
GRADE
4
5
6
7
8
ungraded
1
1
3
.2
2
2
2
.3
.3
.03
.00

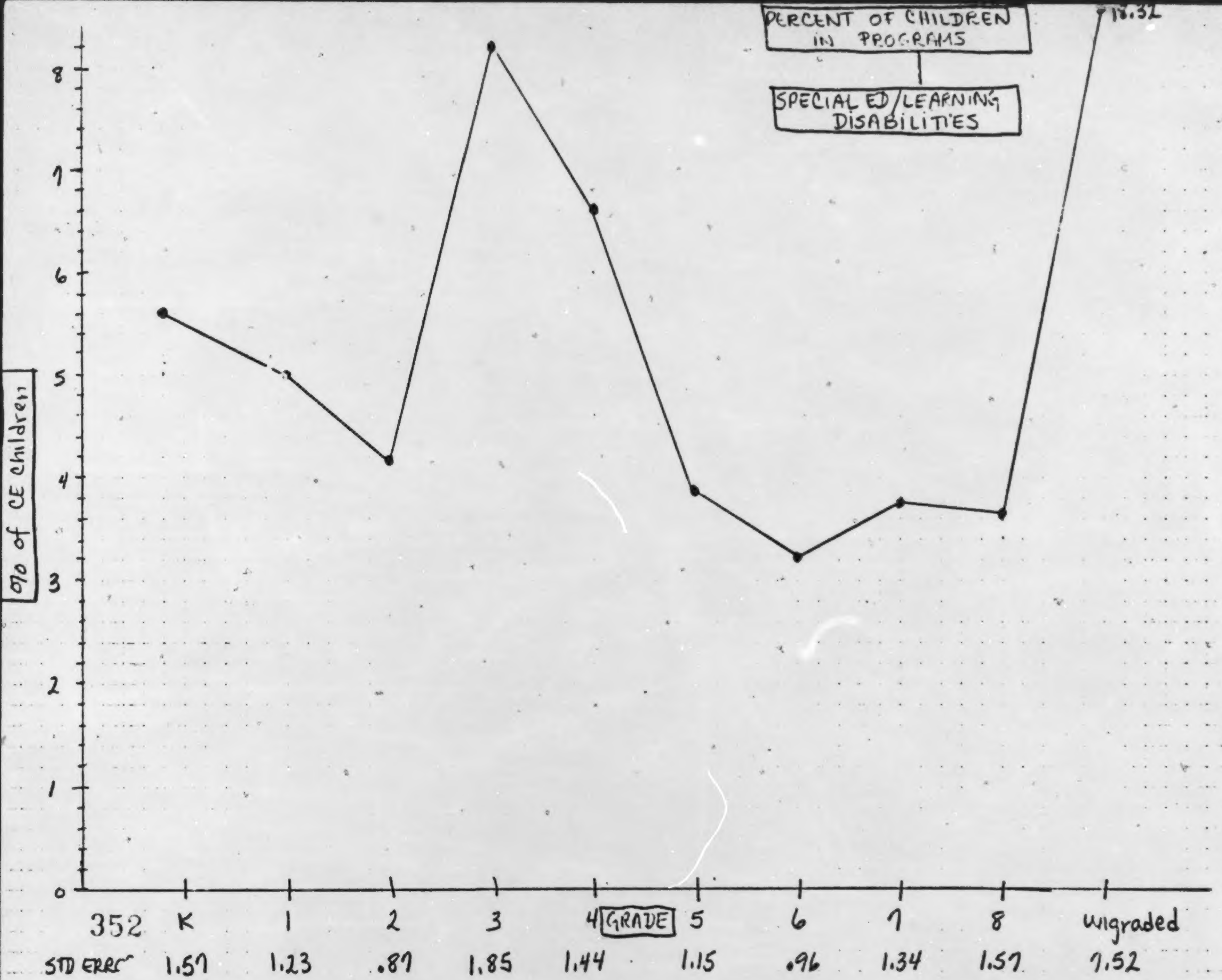

PERCENT OF CHILDREN in PROGRAMS
READING
% of CE Children
(63.33)
60
55
50
45
40
35
30
25
20
15
10
5
0
K
1
2
3
4
5
6
7
8
ungraded
GRADE
STD ERROR: 2.24
4.28
4.30
4.36
4.86
4.47
4.07
4.22
3.16
2.08

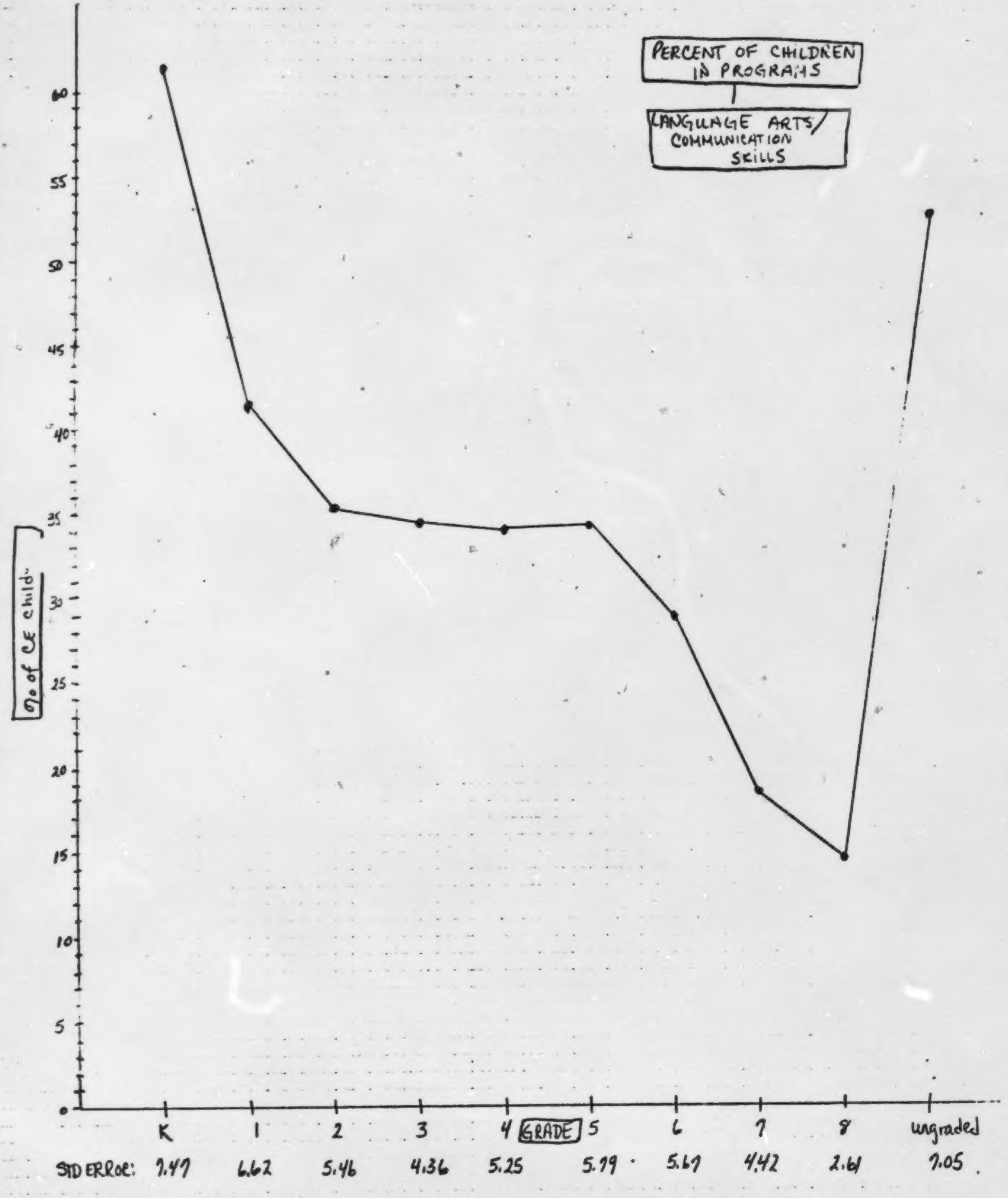

Percent of CHILDREN in PROGRAMS
MATHEMATICS
% of CE CHILDREN
60
55
50
45
40
35
30
25
20
15
10
5
0
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR: 7.65
4.28
5.01
5.15
5.65
5.33
5.39
8.25
9.89
11.34

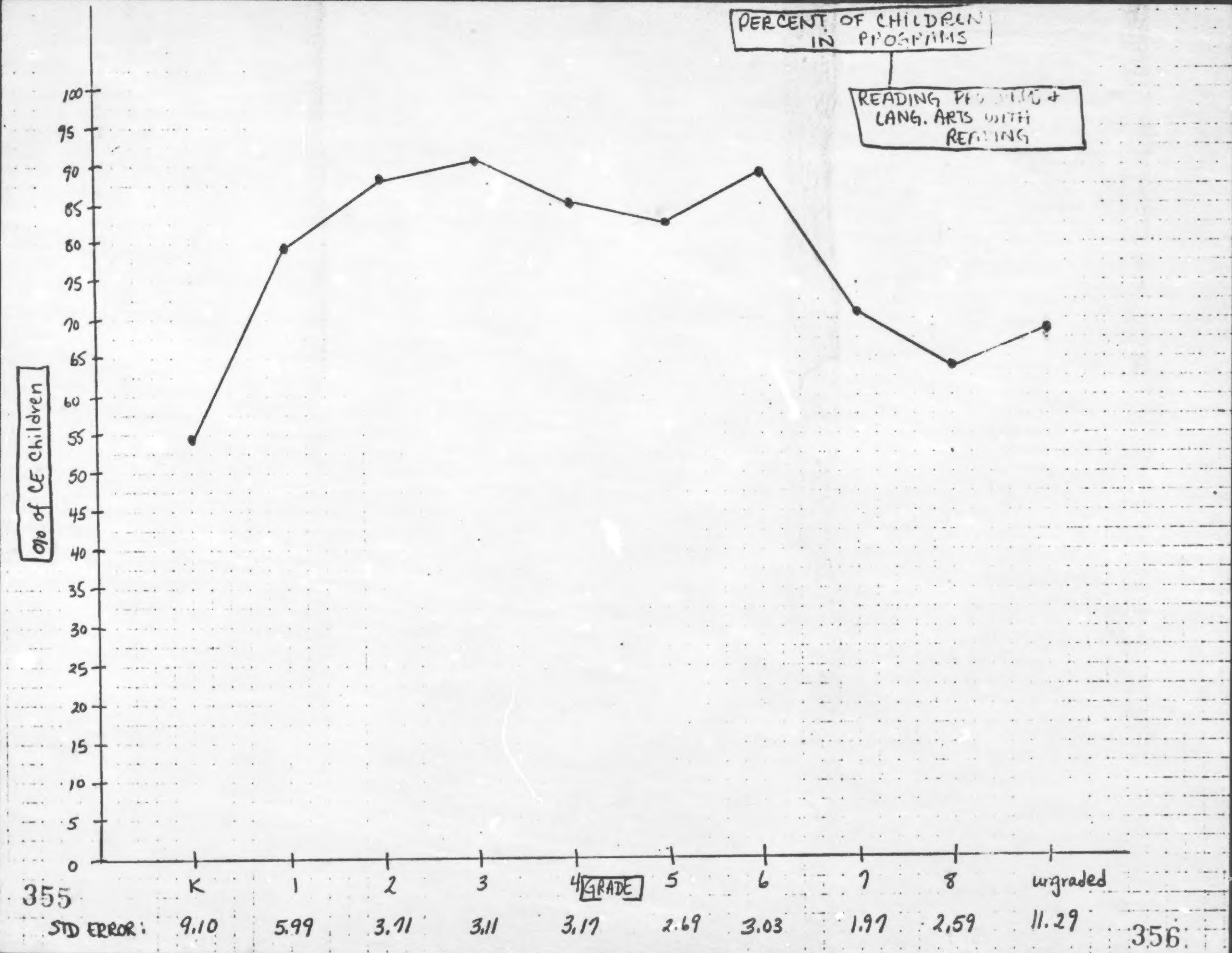

PERCENT OF CHILDREN IN PROGRAMS
SCIENCE
% of CE CHILDREN
40
35
30
25
20
15
10
5
0
(88.5)
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERRL :
6.67
4.99
3.21
2.57
3.3.
3.13
2.24
12.98
1.44
4.25

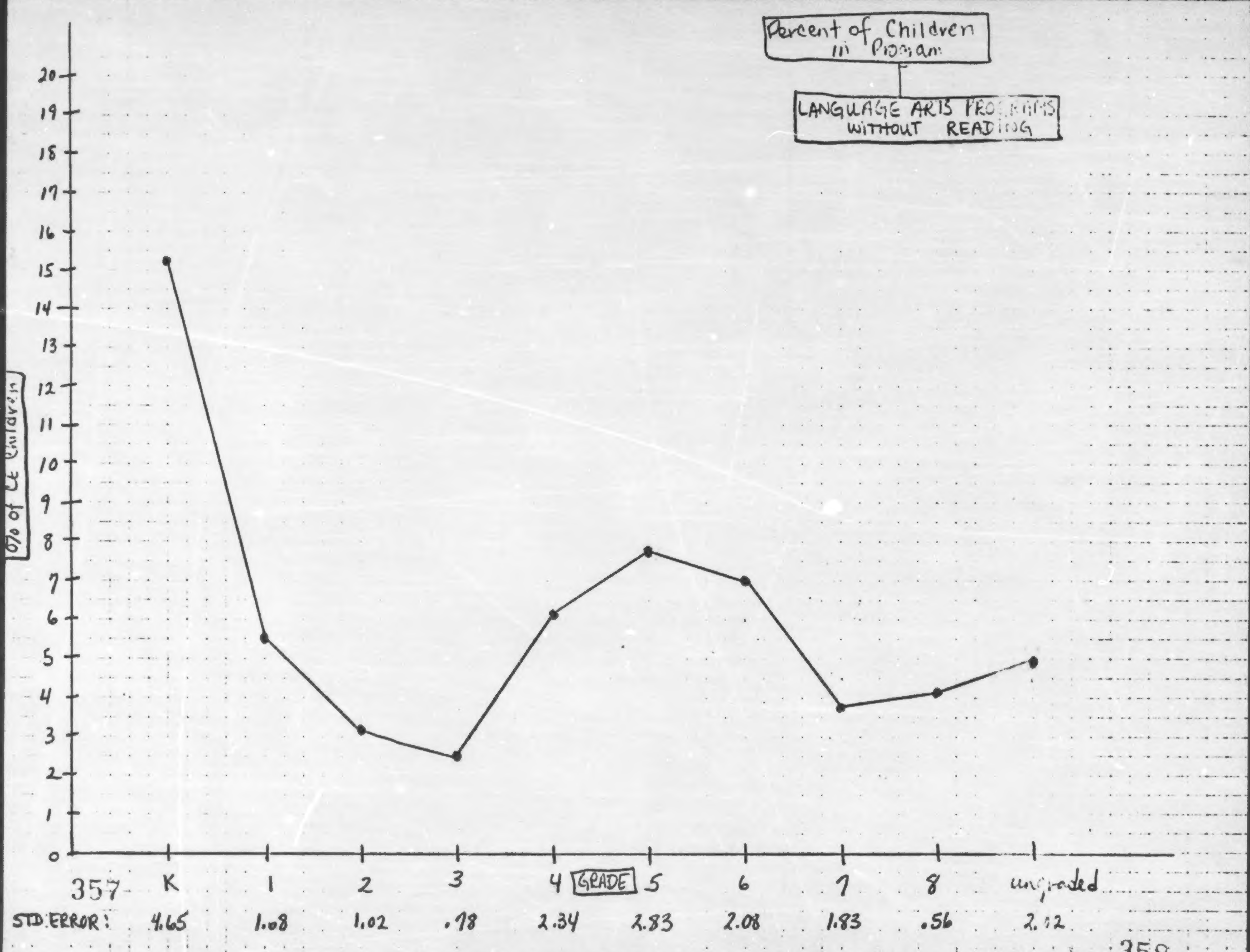

PERCENT OF CHILDREN IN PROGRAMS
SOCIAL / CULTURAL STUDIES
% of CE children
0
5
10
15
20
25
30
35
40
GRADE
K
1
2
3
4
5
6
7
8
ungraded
STD ERROR
9.40
4.50
4.24
3.45
2.55
4.04
2.28
2.55
2.31
3.31

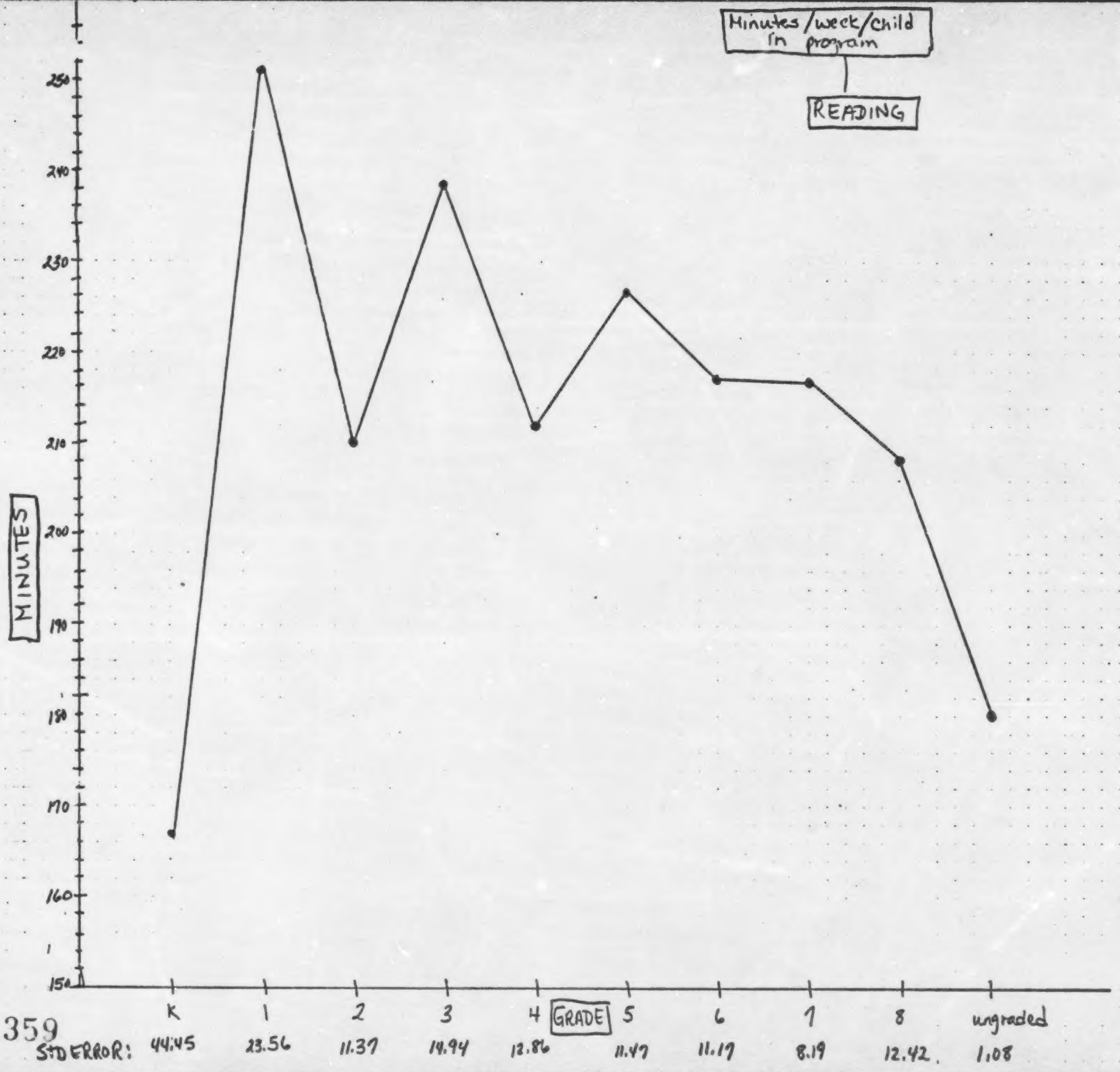

PERCENT OF CHILDREN IN PROGRAMS
ENGLISH AS A 2nd LANGUAGE
% of CE children
0
1
2
3
4
5
6
7
8
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR.
2.50
1.16
1.23
1.50
1.35
1.65
.80
.04
.49
1.57

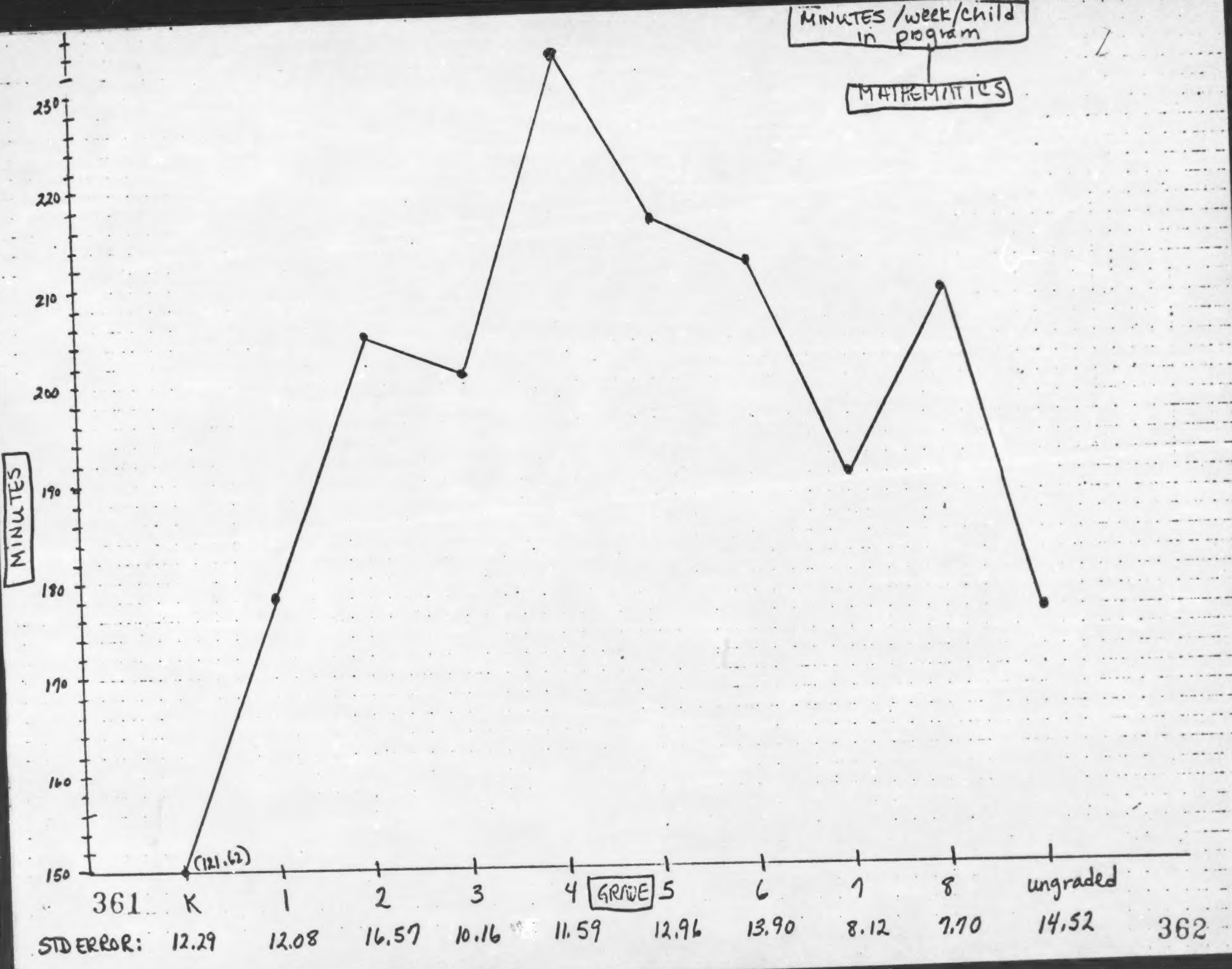

PERCENT OF CHILDREN IN PROGRAMS
SPECIAL ED/LEARNING DISABILITIES
% of CE children
0
1
2
3
4
5
6
7
8
18.32
K
1
2
3
4
GRADE
5
6
7
8
Ungraded
STD ERRC
1.57
1.23
.87
1.85
1.44
1.15
.96
1.34
1.57
7.52

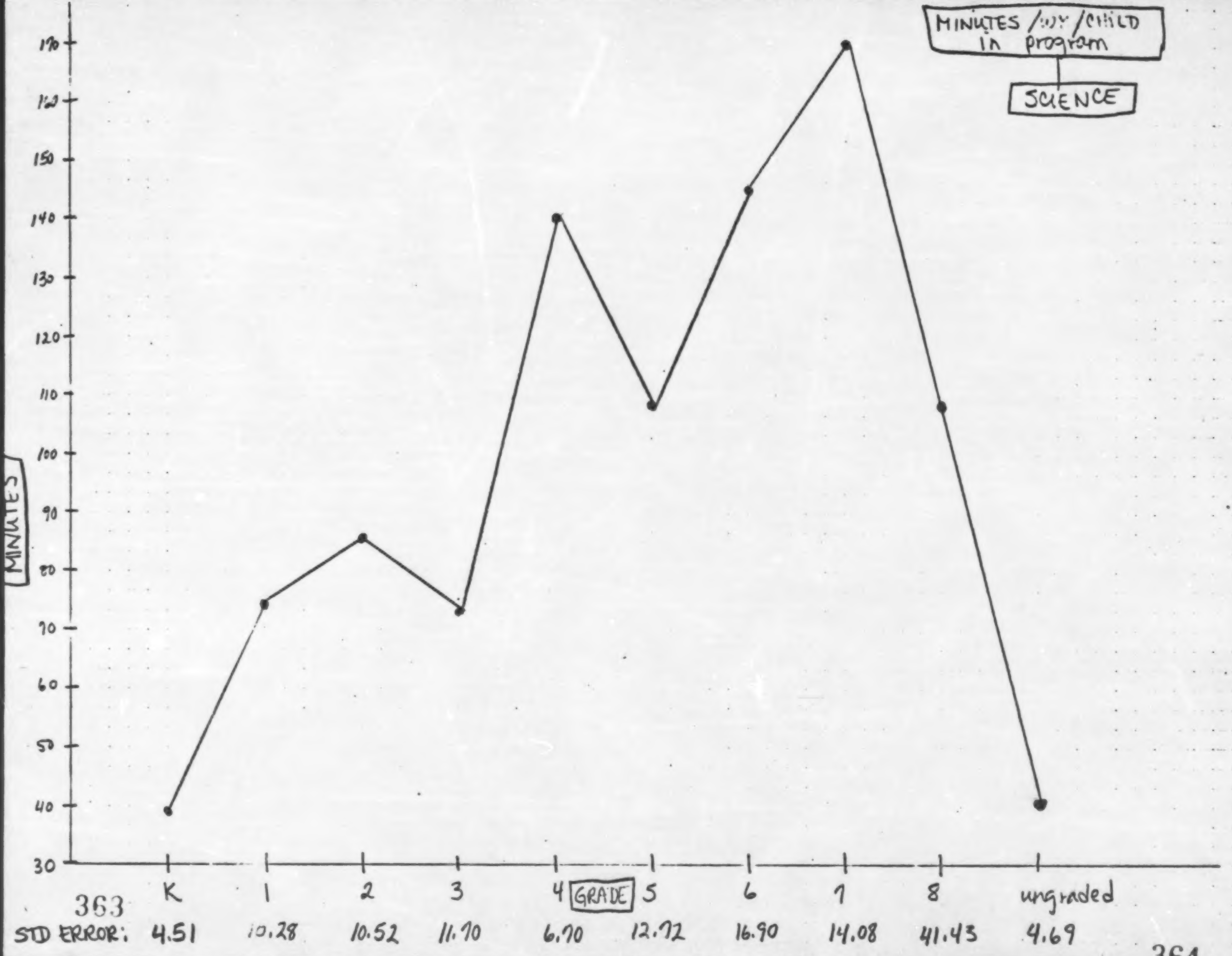

PERCENT OF CHILDREN IN PROGRAMS
LANGUAGE ARTS/ COMMUNICATION SKILLS
% of CE child.
60
55
50
45
40
35
30
25
20
15
10
5
0
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
7.47
6.62
5.46
4.36
5.25
5.79
5.67
4.42
2.61
7.05

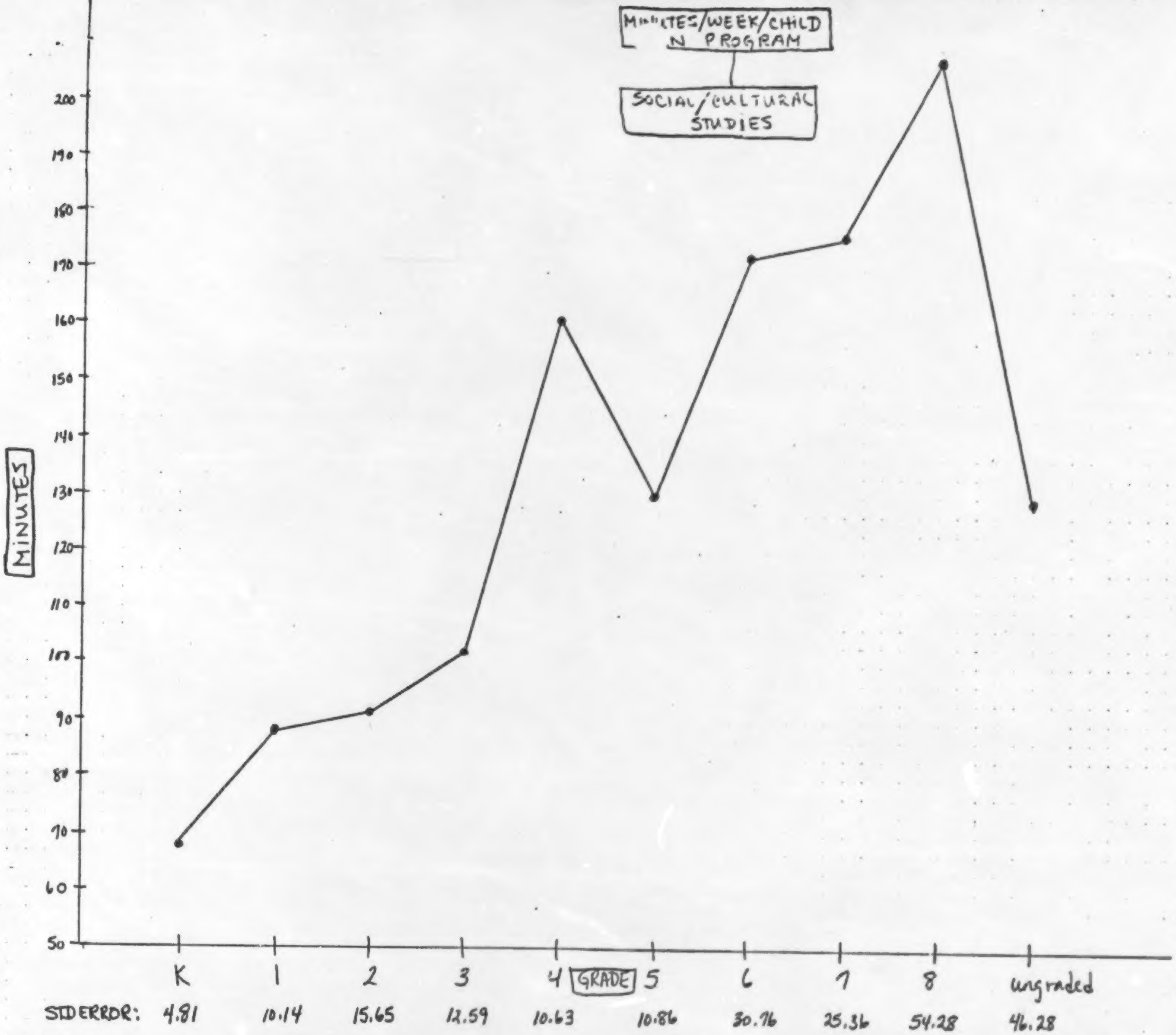

PERCENT OF CHILDREN IN PROGRAMS
READING PROGRAMS & LANG. ARTS WITH READING
% of CE Children
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
9.10
5.99
3.71
3.11
3.17
2.69
3.03
1.97
2.59
11.29

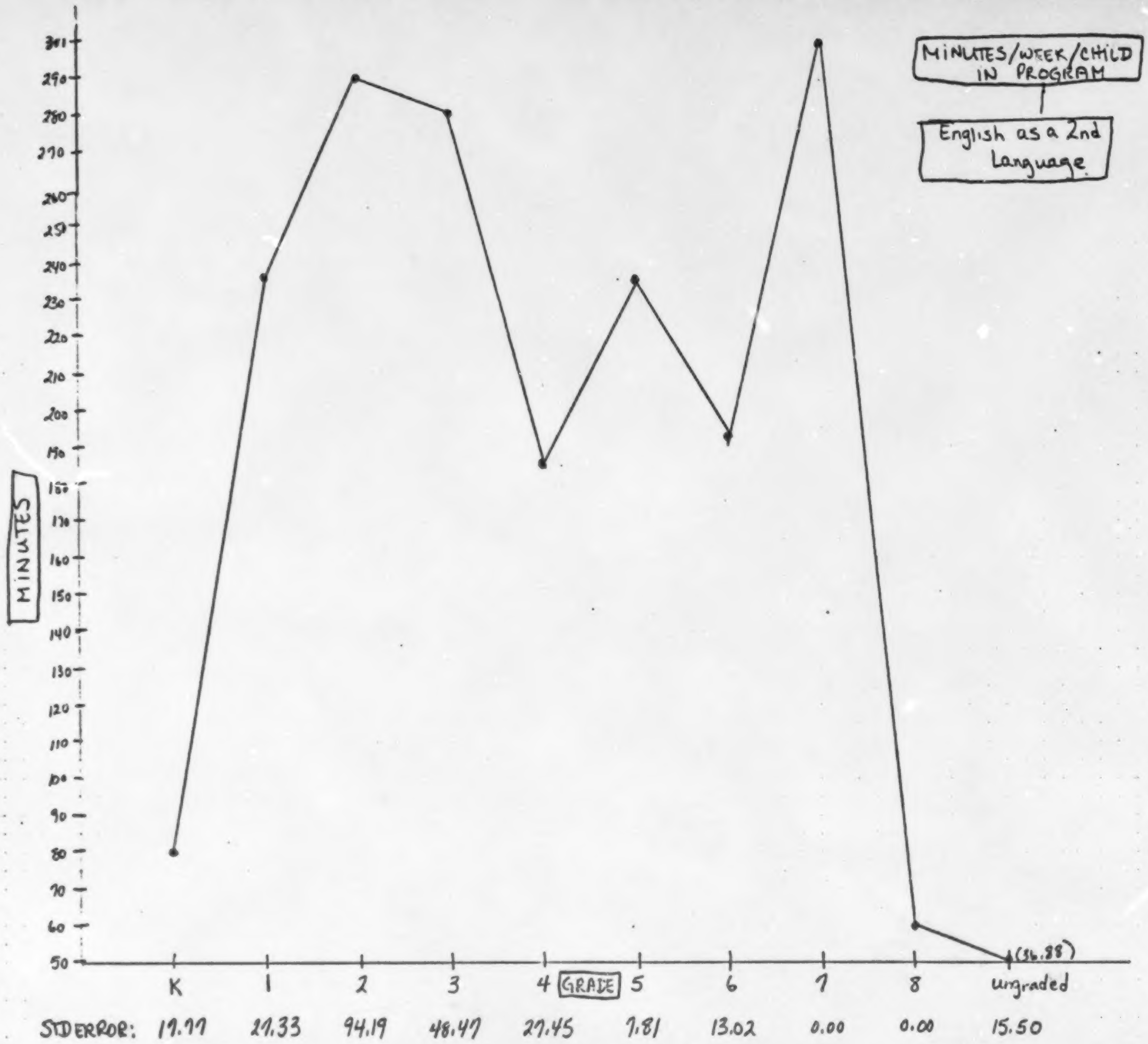

Percent of Children
in Program
LANGUAGE ARTS PROGRAMS
WITHOUT READING
% of Ct Children
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
4.65
1.08
1.02
.78
2.34
2.83
2.08
1.83
.56
2.12

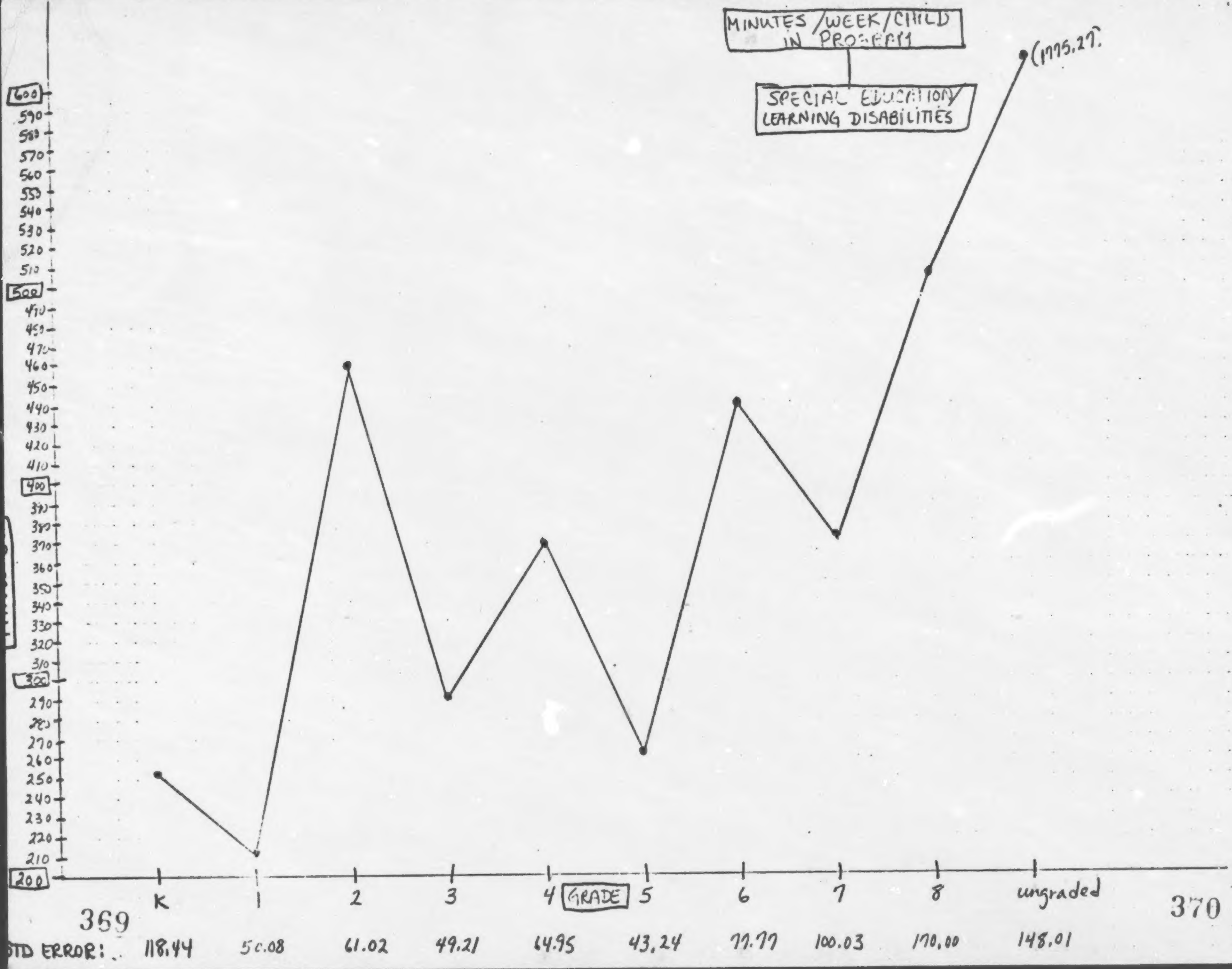

Minutes /week/child in program
READING
MINUTES
250
240
230
220
210
200
190
180
170
160
150
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR: 44.45
23.56
11.37
14.94
12.86
11.47
11.17
8.19
12.42
1.08

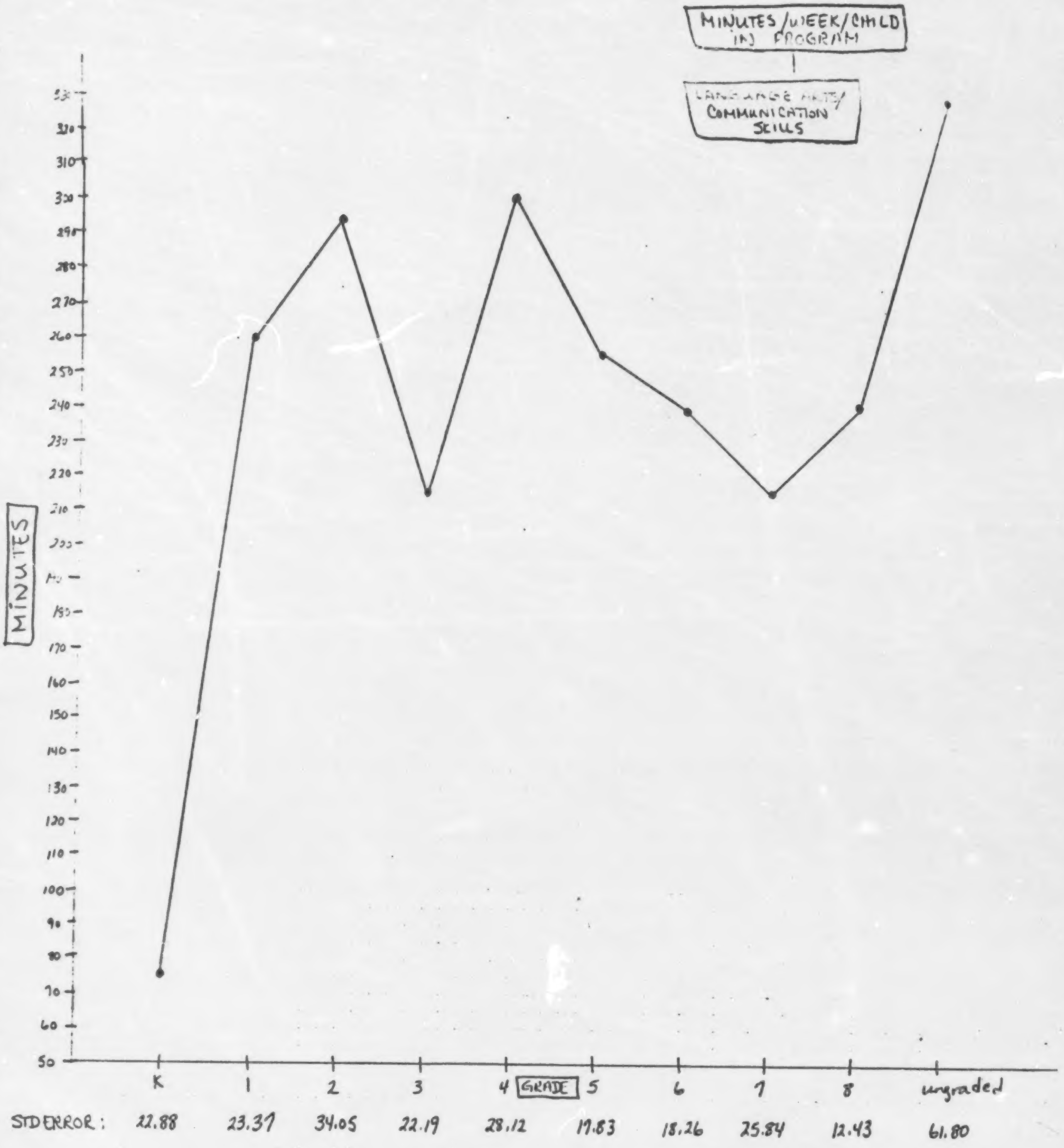

MINUTES /week/child in program
MATHEMATICS
MINUTES
250
220
210
200
190
180
170
160
150
(121.62)
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
12.29
12.08
16.57
10.16
11.59
12.96
13.90
8.12
7.70
14.52

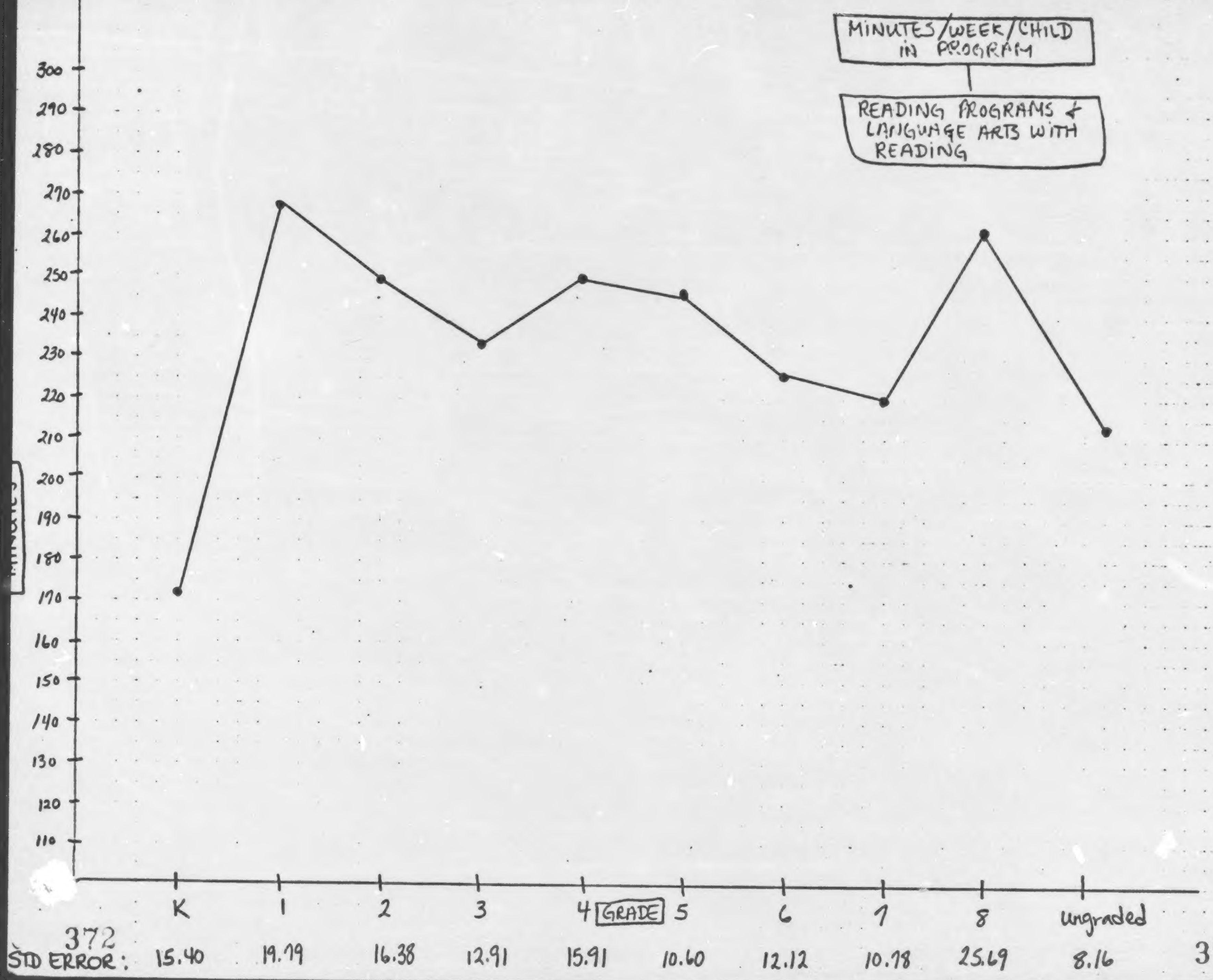

MINUTES /DAY /CHILD in program
SCIENCE
MINUTES
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
4.51
10.28
10.52
11.70
6.70
12.72
16.90
14.08
41.43
4.69

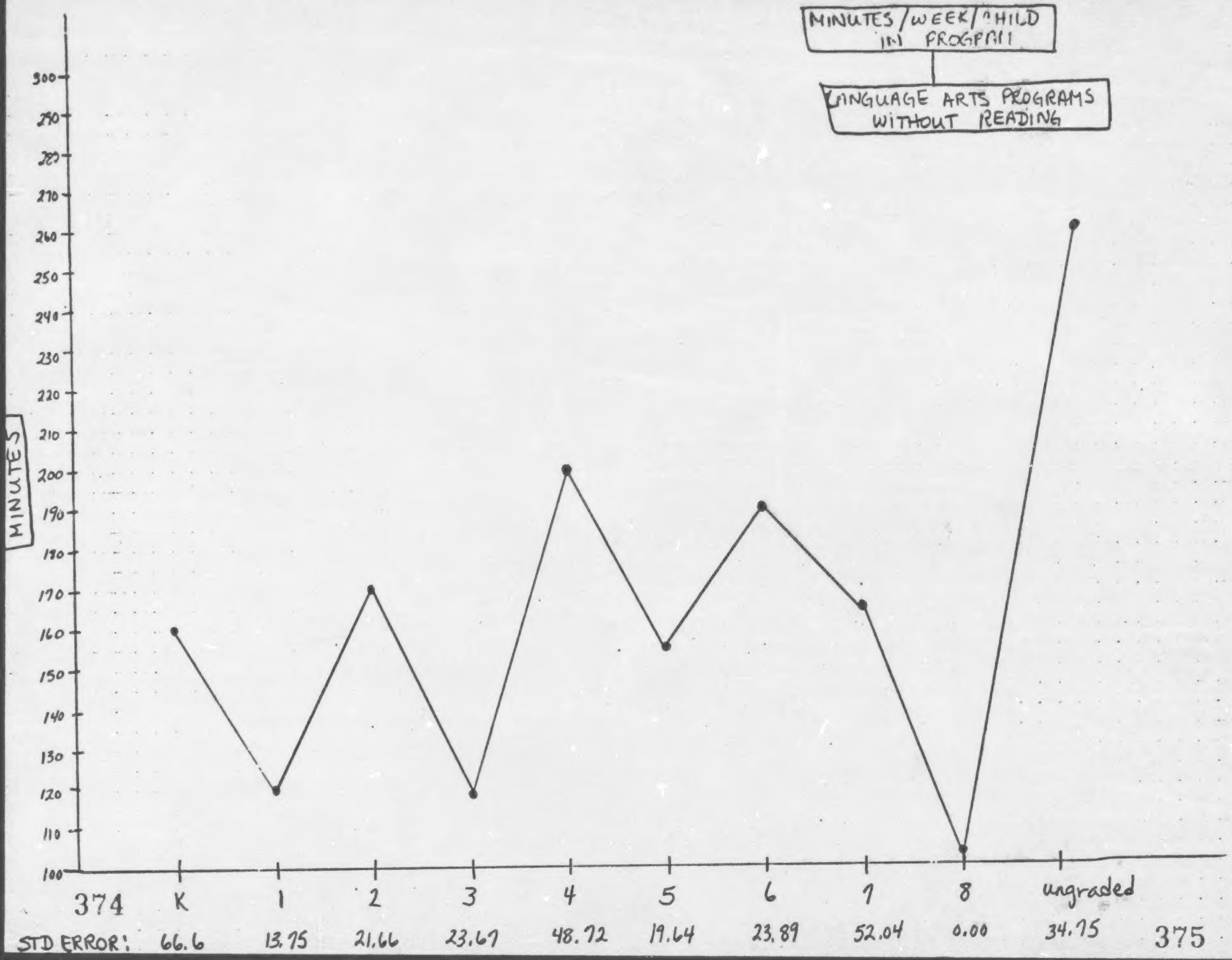

MINUTES/WEEK/CHILD
IN PROGRAM
SOCIAL/CULTURAL
STUDIES
MINUTES
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STDERROR:
4.81
10.14
15.65
12.59
10.63
10.86
30.76
25.36
54.28
46.28

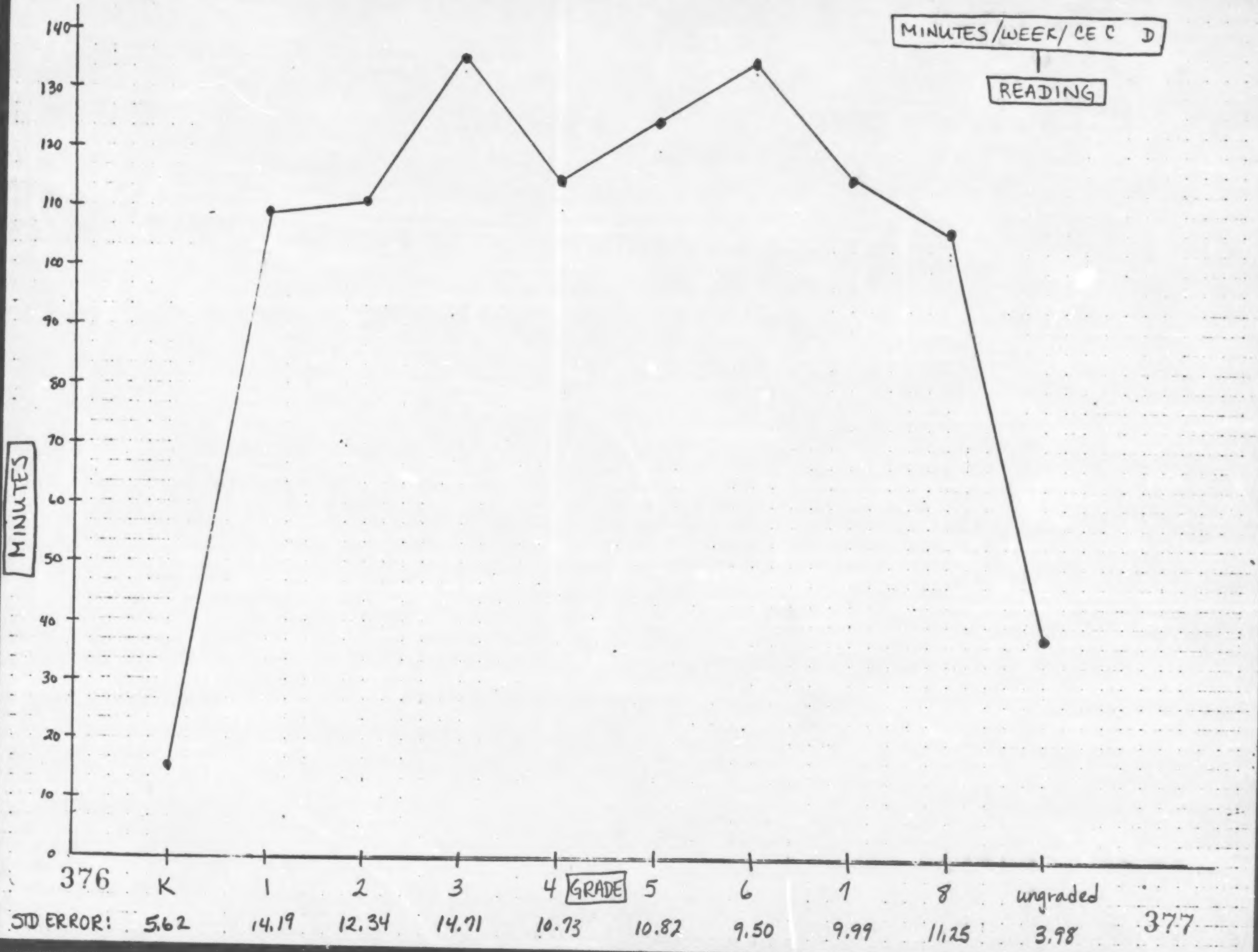

MINUTES/WEEK/CHILD IN PROGRAM
English as a 2nd Language
MINUTES
301
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
K
1
2
3
4
GRADE
5
6
7
8
ungraded
(36.88)
STDERROR: 17.77
27.33
94.19
48.47
27.45
7.81
13.02
0.00
0.00
15.50

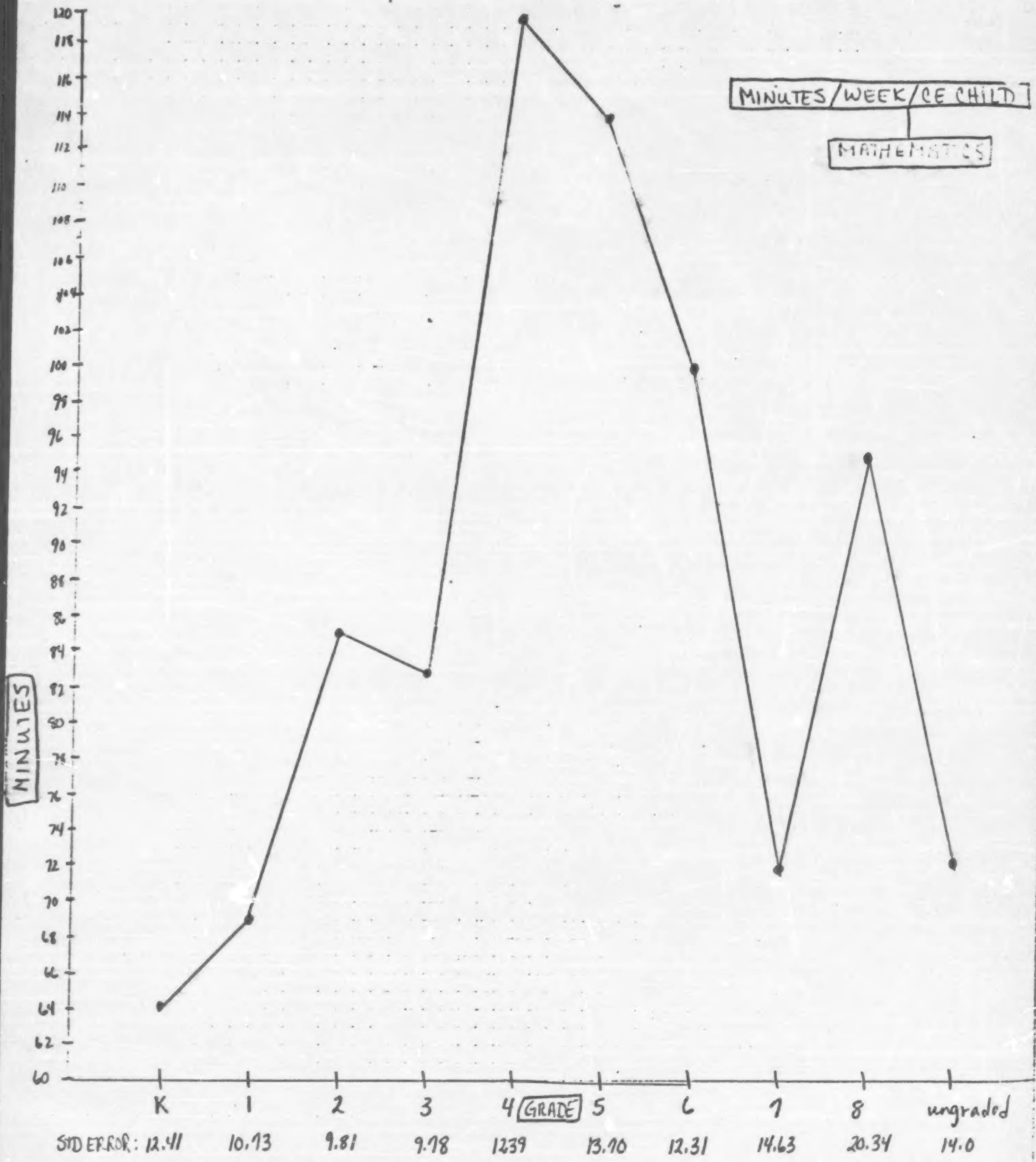

MINUTES /WEEK/CHILD IN PROGRAM
SPECIAL EDUCATION/ LEARNING DISABILITIES
(1775.27)
600
590
580
570
560
550
540
530
520
510
500
490
480
470
460
450
440
430
420
410
400
390
380
370
360
350
340
330
320
310
300
290
280
270
260
250
240
230
220
210
200
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
118.44
50.08
61.02
49.21
64.95
43.24
77.77
100.03
170.00
148.01

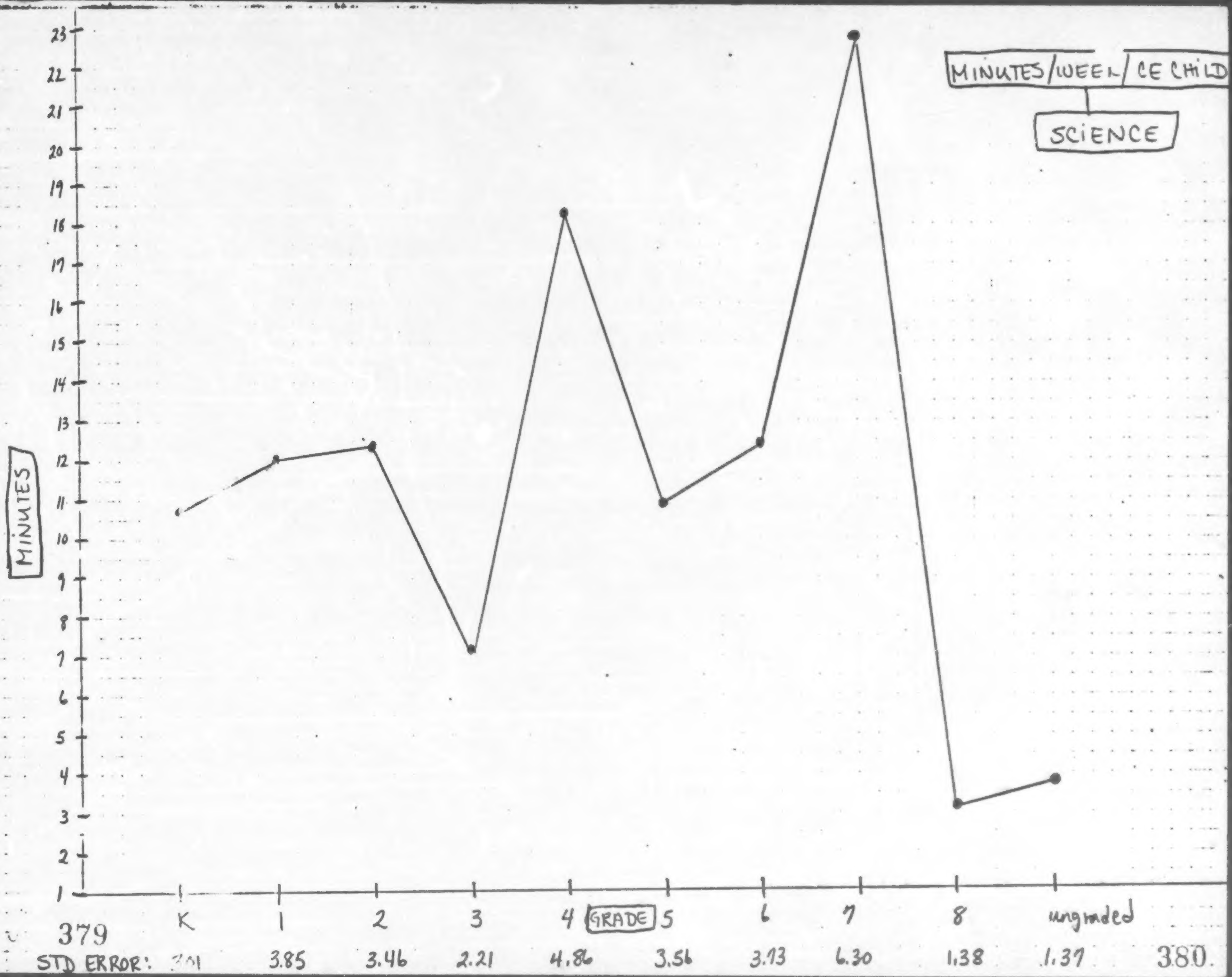

MINUTES/WEEK/CHILD IN PROGRAM
LANGUAGE ARTS/ COMMUNICATION SKILLS
MINUTES
330
320
310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR: 22.88 23.37 34.05 22.19 28.12 19.83 18.26 25.84 12.43 61.80

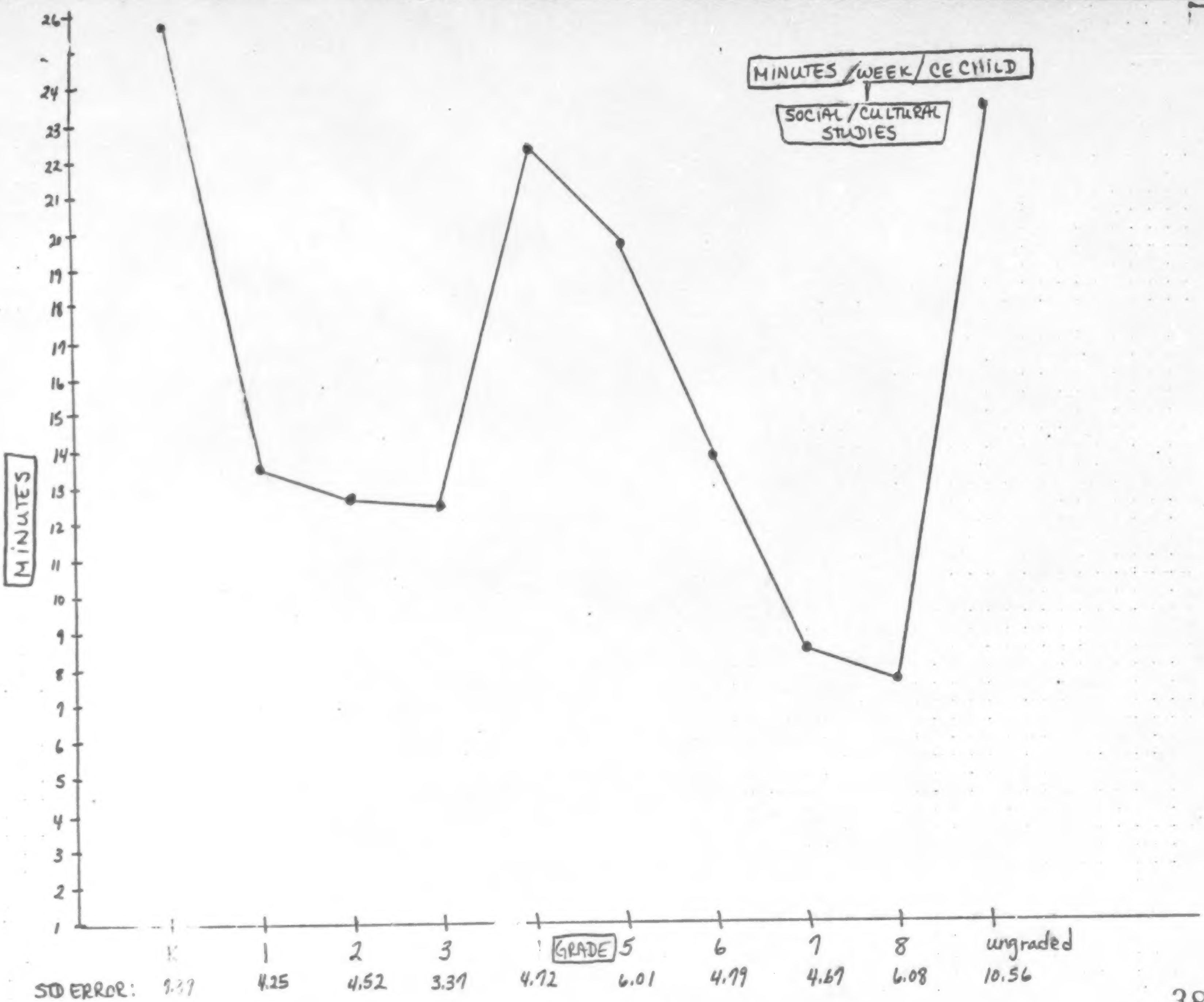

MINUTES/WEEK/CHILD IN PROGRAM
READING PROGRAMS & LANGUAGE ARTS WITH READING
MINUTES
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
15.40
19.79
16.38
12.91
15.91
10.60
12.12
10.78
25.69
8.16

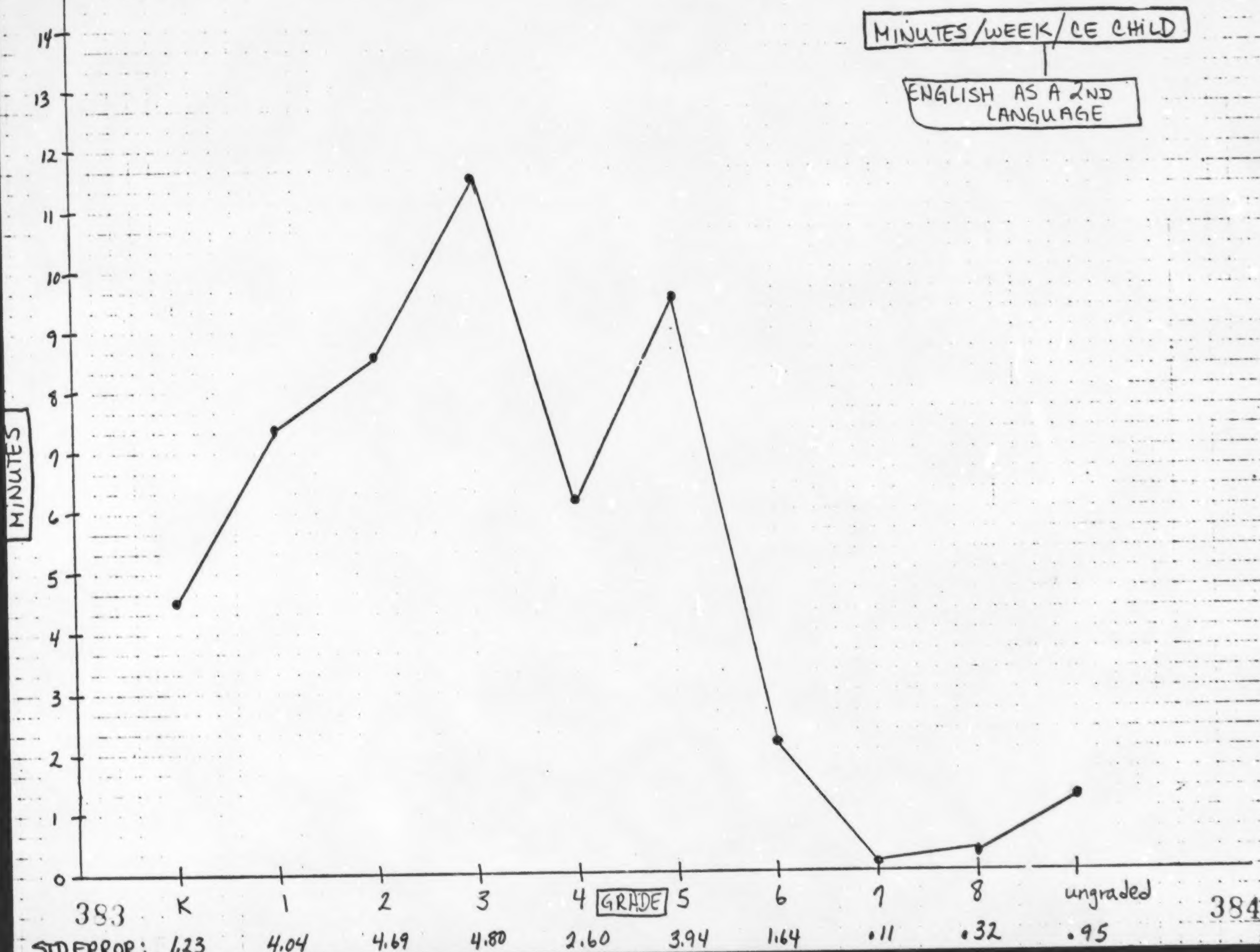

MINUTES/WEEK/CHILD IN PROGRAM
LANGUAGE ARTS PROGRAMS WITHOUT READING
MINUTES
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
K
1
2
3
4
5
6
7
8
ungraded
STD ERROR:
66.6
13.75
21.66
23.67
48.72
19.64
23.89
52.04
0.00
34.75

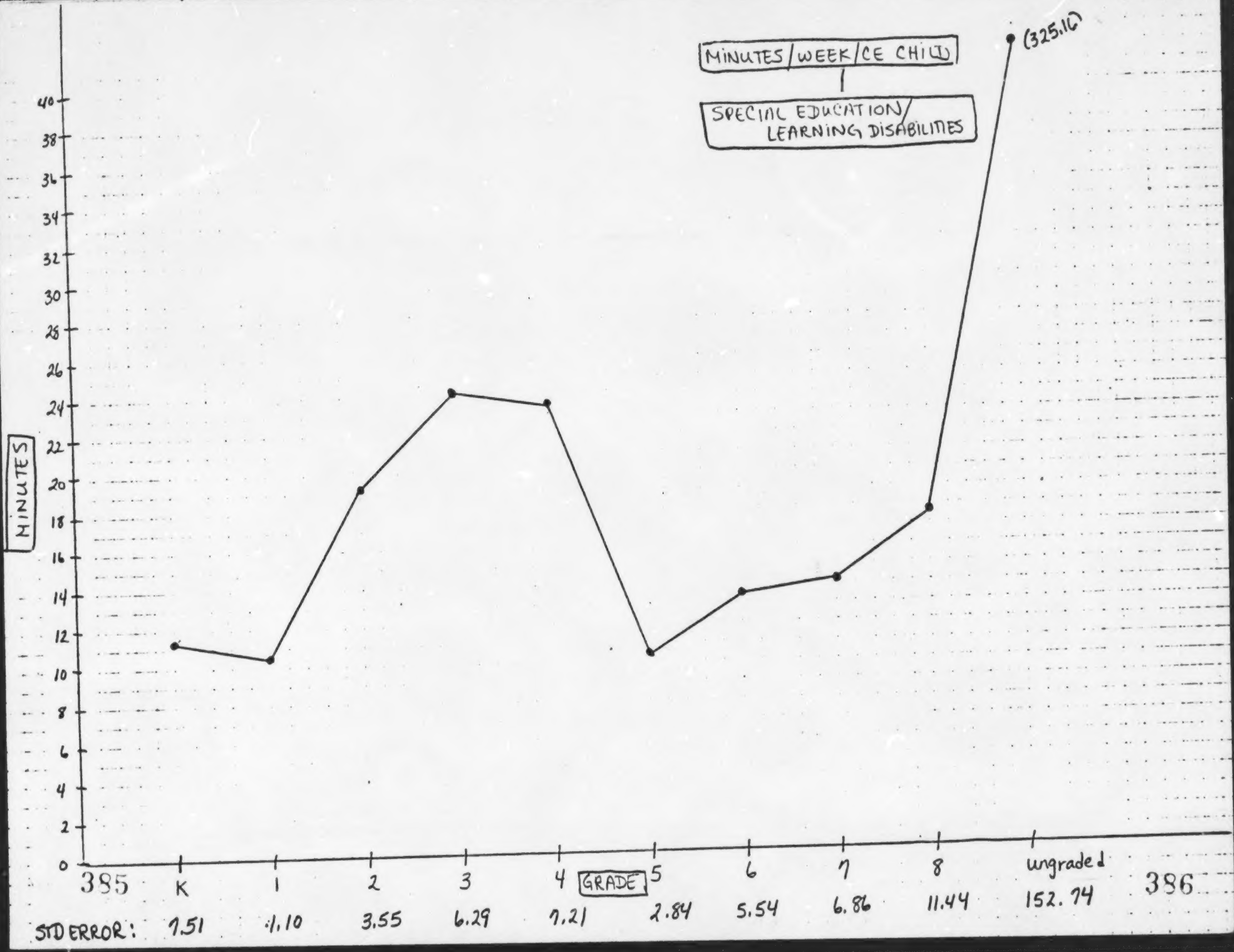

MINUTES/WEEK/CE C D
READING
MINUTES
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
5.62
14.19
12.34
14.71
10.73
10.82
9.50
9.99
11.25
3.98

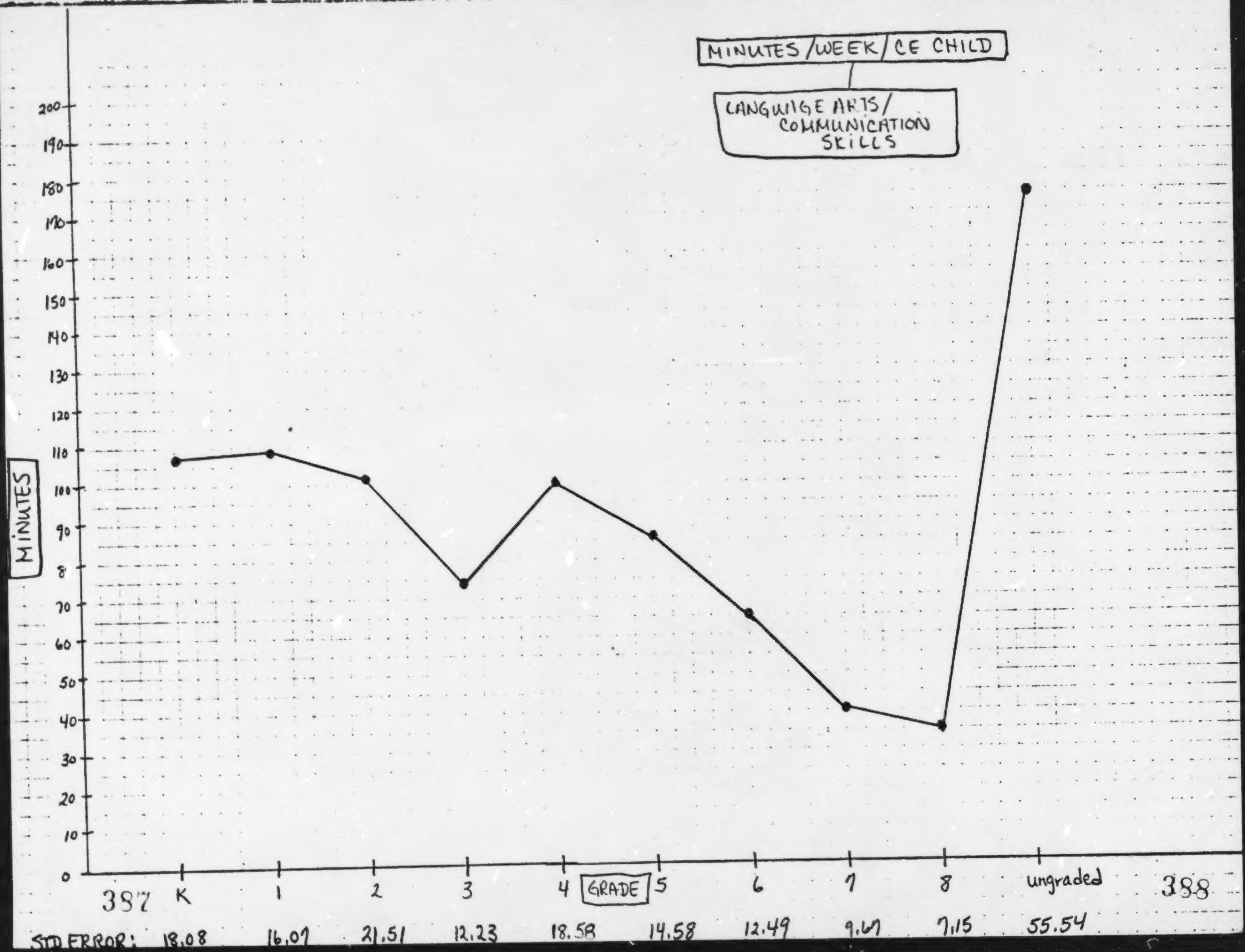

MINUTES/WEEK/CE CHILD
MATHEMATICS
MINUTES
120
118
116
114
112
110
108
106
104
102
100
98
96
94
92
90
88
86
84
82
80
78
76
74
72
70
68
66
64
62
60
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR: 12.41
10.73
9.81
9.78
12.39
13.70
12.31
14.63
20.34
14.0

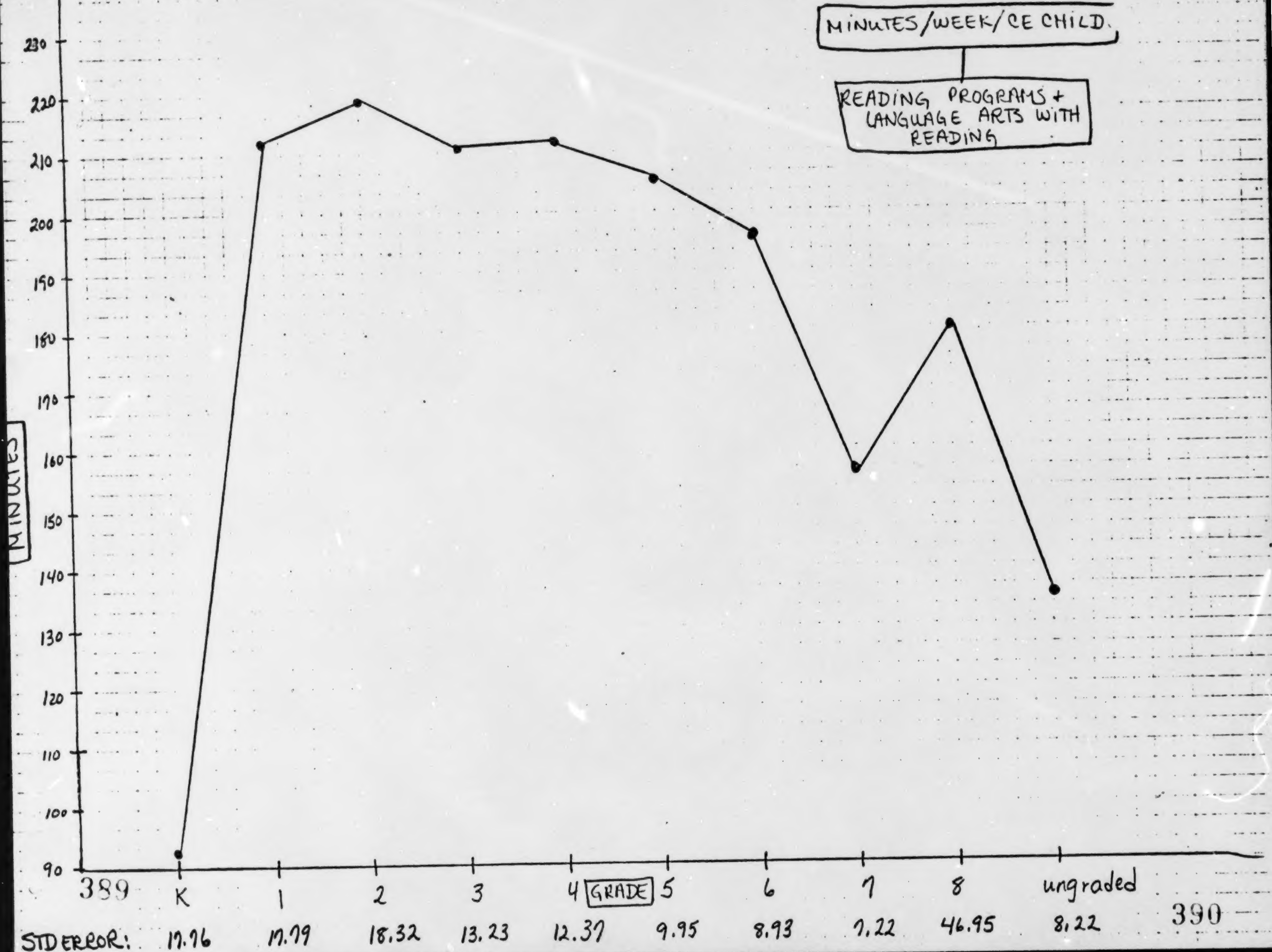

MINUTES/WEEK/CE CHILD
SCIENCE
MINUTES
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
3.01
3.85
3.46
2.21
4.86
3.56
3.13
6.30
1.38
1.37

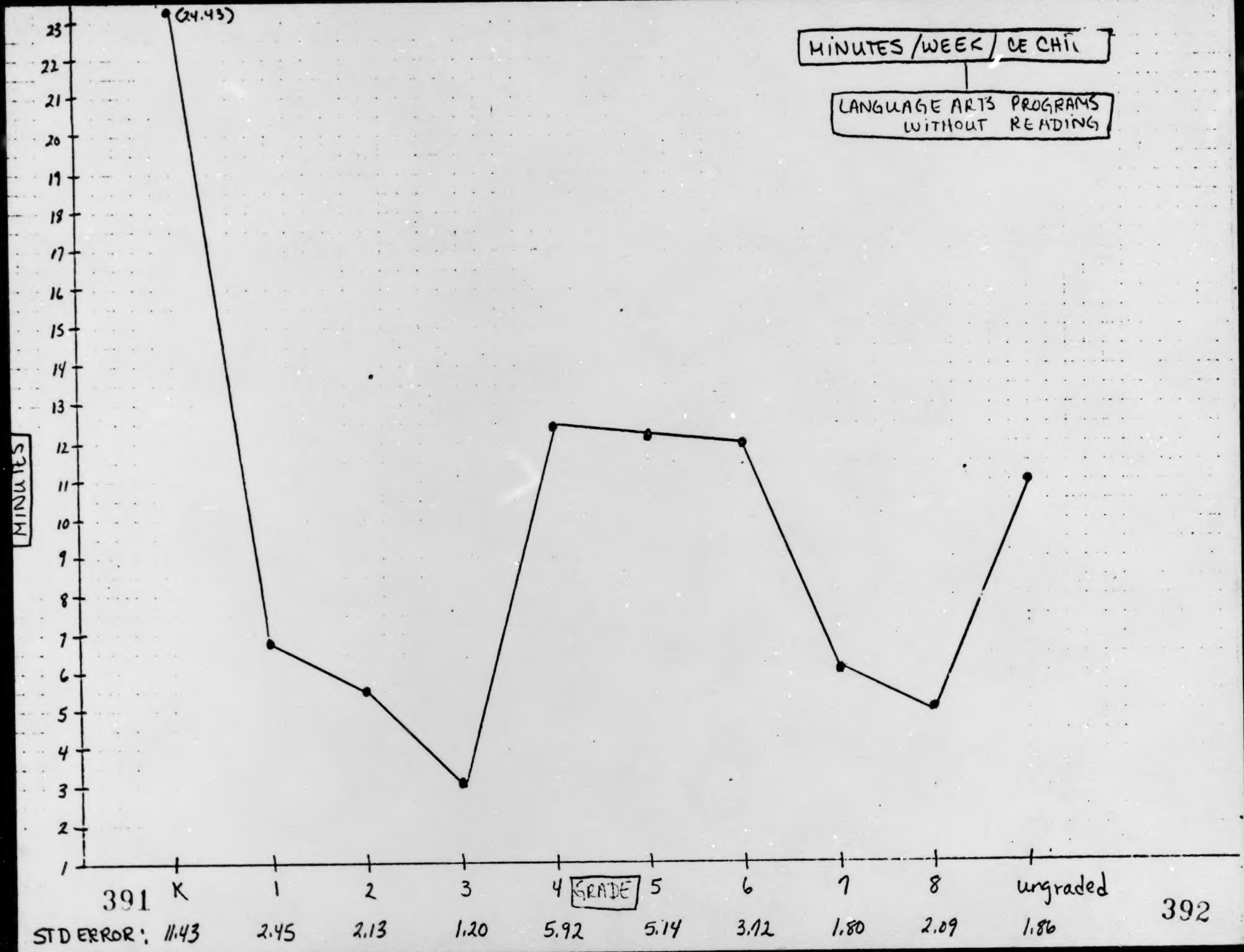

MINUTES/WEEK/CE CHILD
SOCIAL/CULTURAL STUDIES
MINUTES
26
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
GRADE
5
6
7
8
ungraded
STD ERROR:
3.37
4.25
4.52
3.37
4.72
6.01
4.79
4.67
6.08
10.56

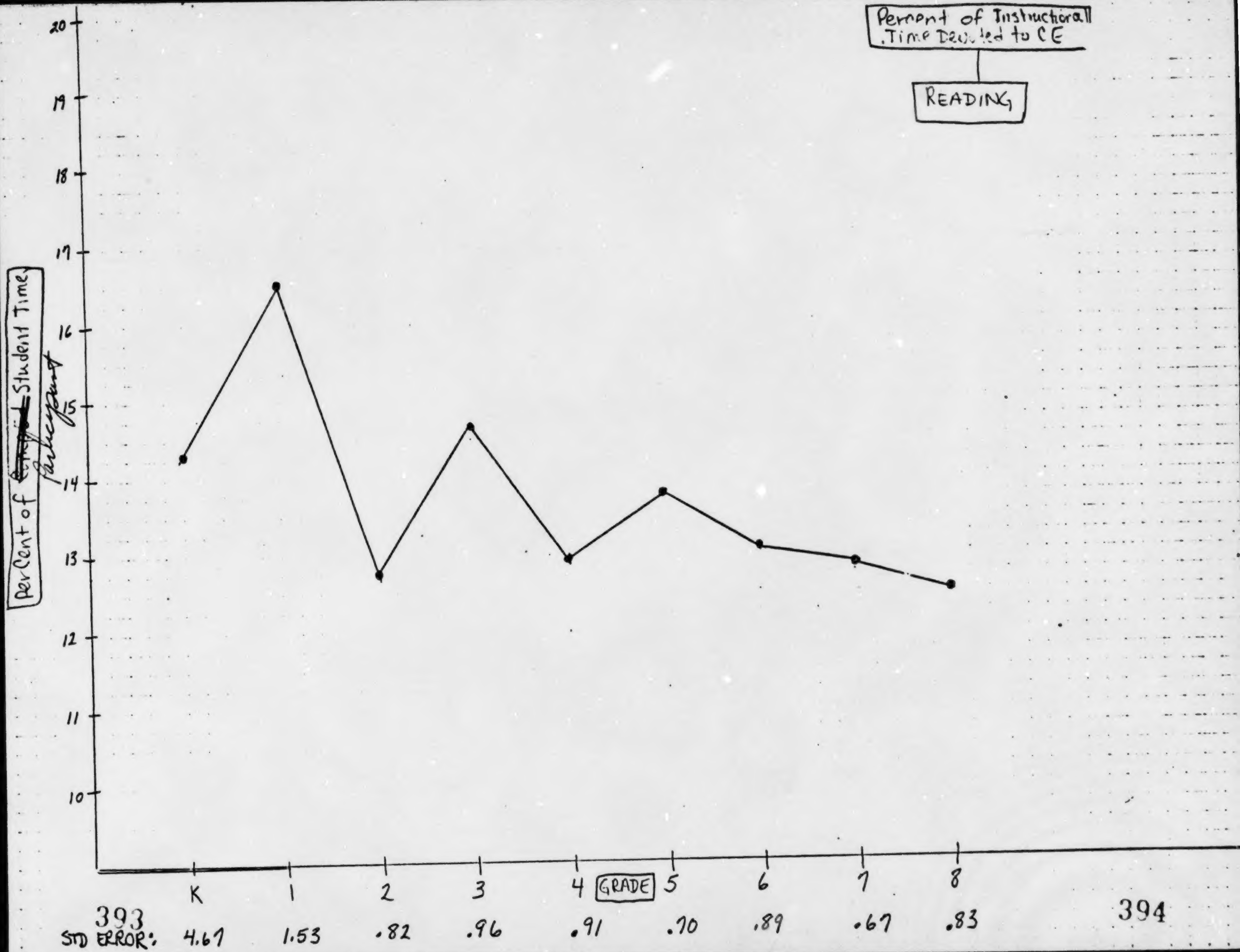

MINUTES/WEEK/CE CHILD
ENGLISH AS A 2ND LANGUAGE
MINUTES
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
1.23
4.04
4.69
4.80
2.60
3.94
1.64
.11
.32
.95

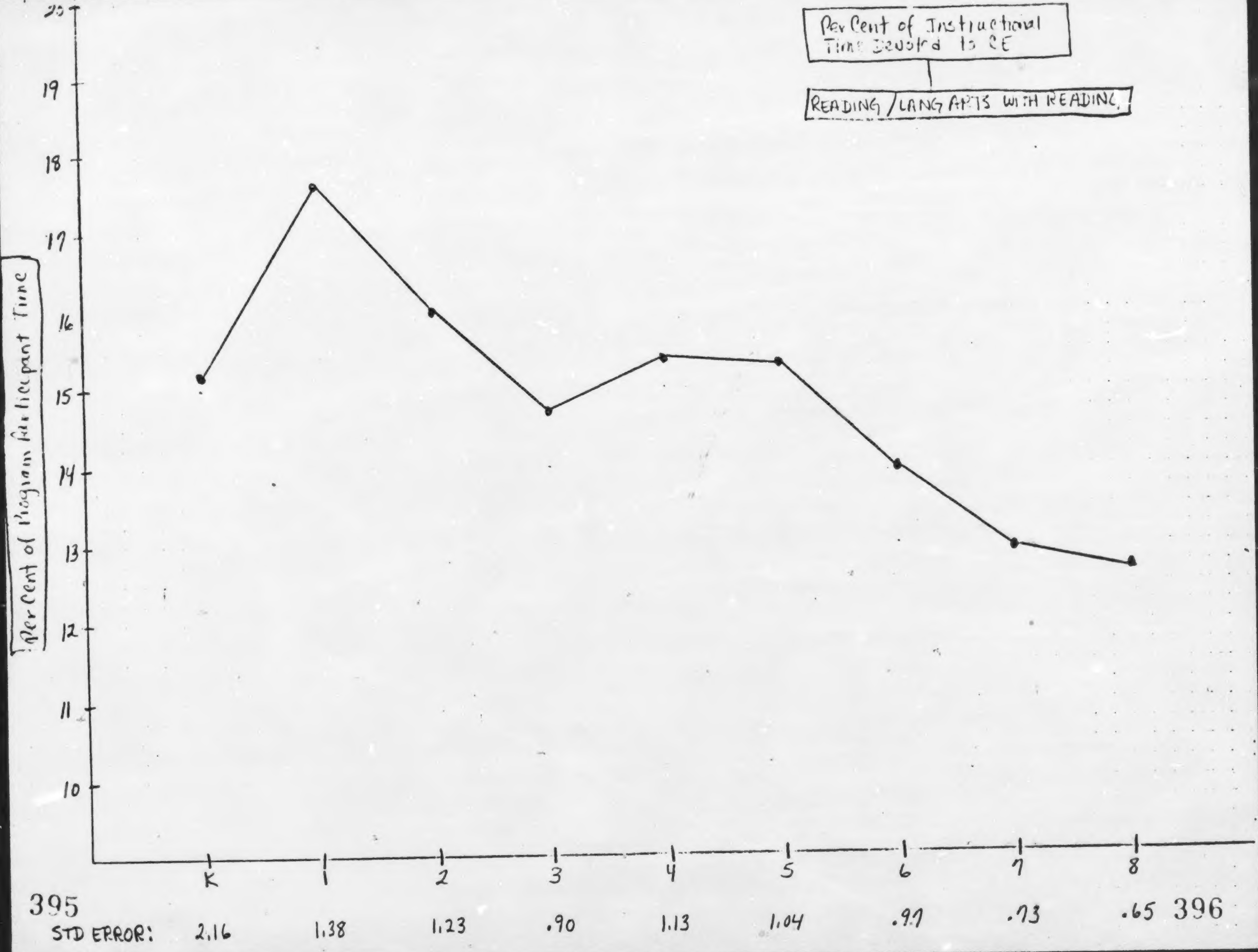

MINUTES/WEEK/CE CHILD
SPECIAL EDUCATION/
LEARNING DISABILITIES
(325.16)
MINUTES
40
38
36
34
32
30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
7.51
1.10
3.55
6.29
7.21
2.84
5.54
6.86
11.44
152.74

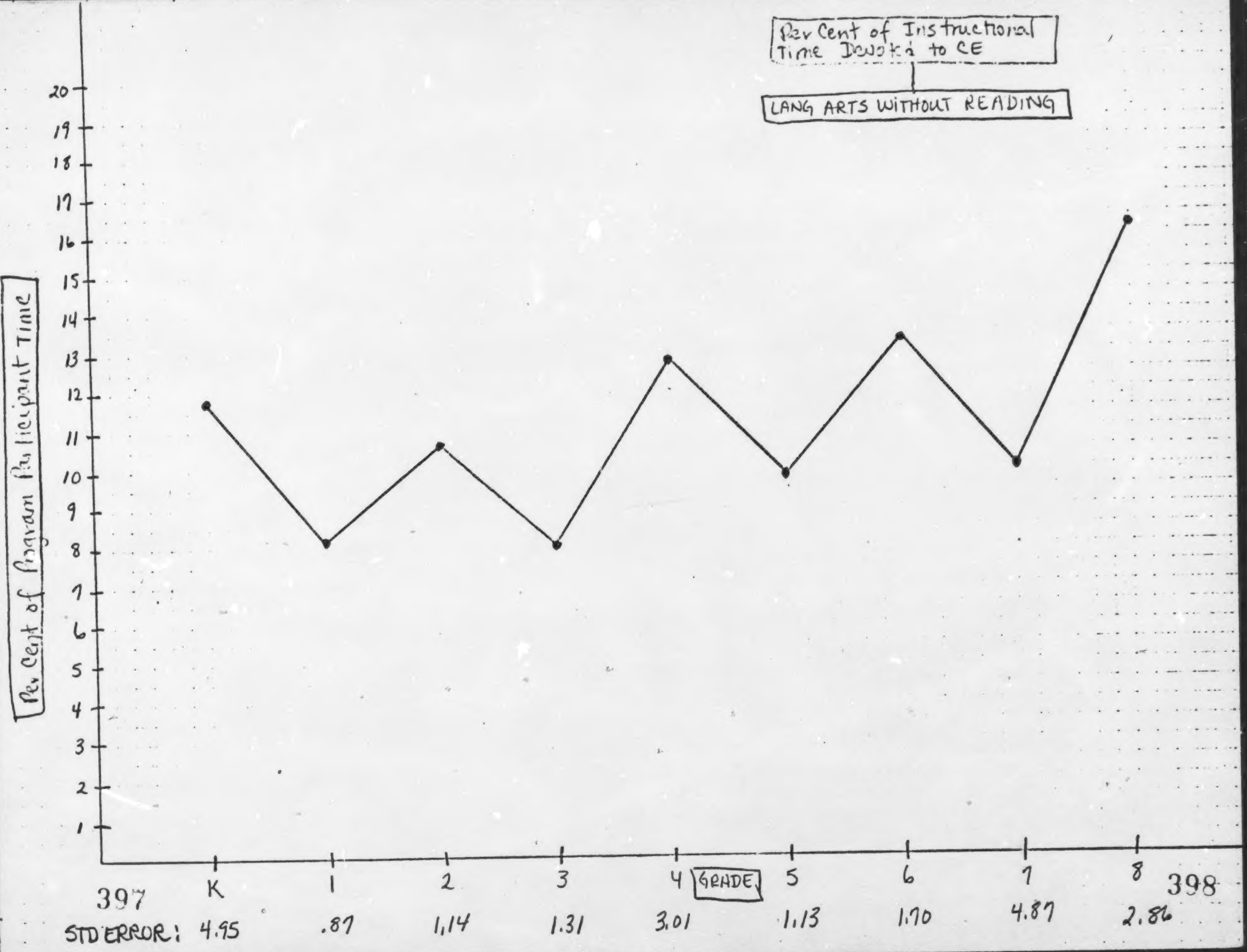

MINUTES / WEEK / CE CHILD
LANGUAGE ARTS / COMMUNICATION SKILLS
MINUTES
0
10
20
30
40
50
60
70
80
90
100
110
120
130
140
150
160
170
180
190
200
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
18.08
16.07
21.51
12.23
18.58
14.58
12.49
9.67
7.15
55.54

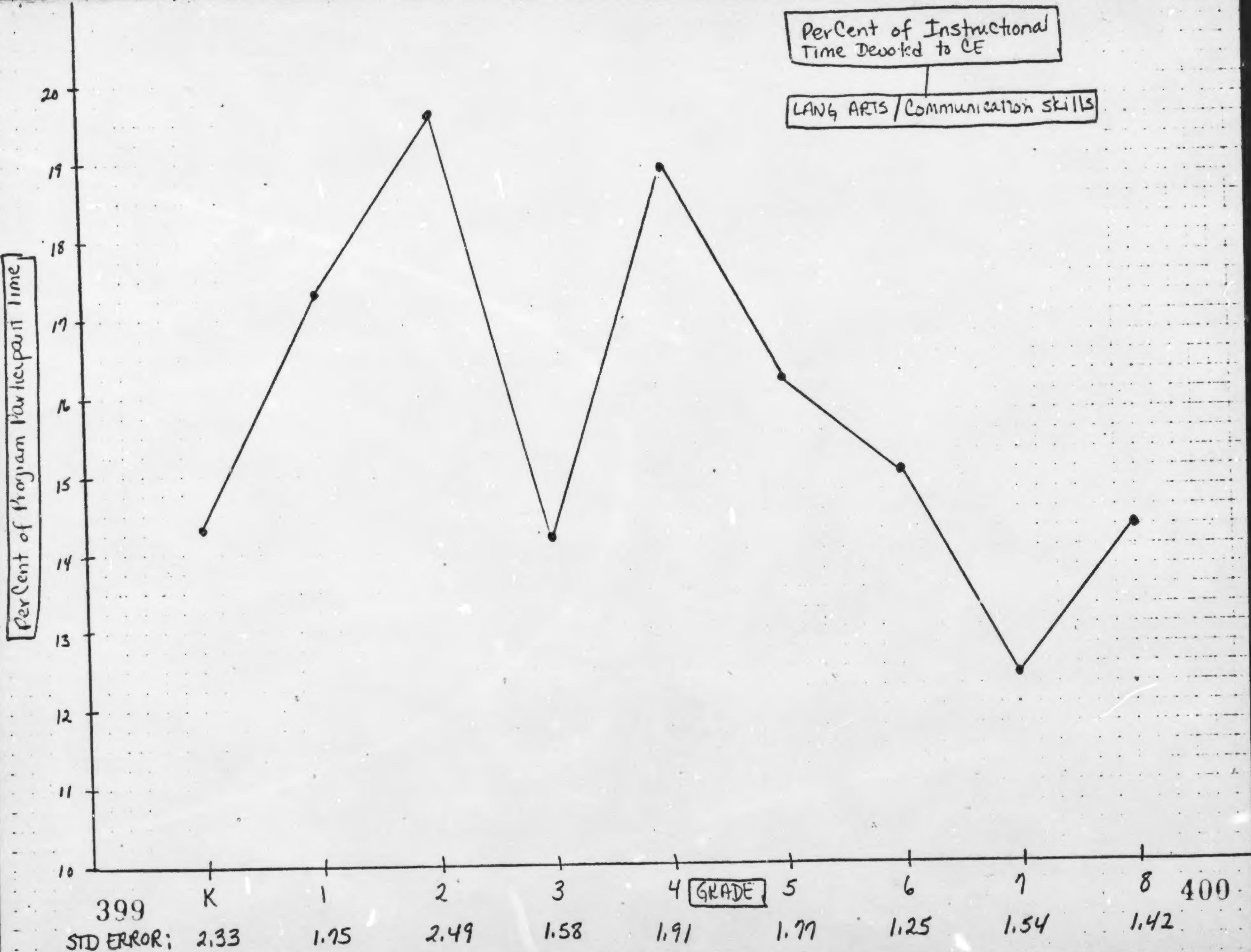

MINUTES/WEEK/CE CHILD.
READING PROGRAMS + LANGUAGE ARTS WITH READING
MINUTES
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR:
17.76
17.79
18.32
13.23
12.37
9.95
8.93
7.22
46.95
8.22

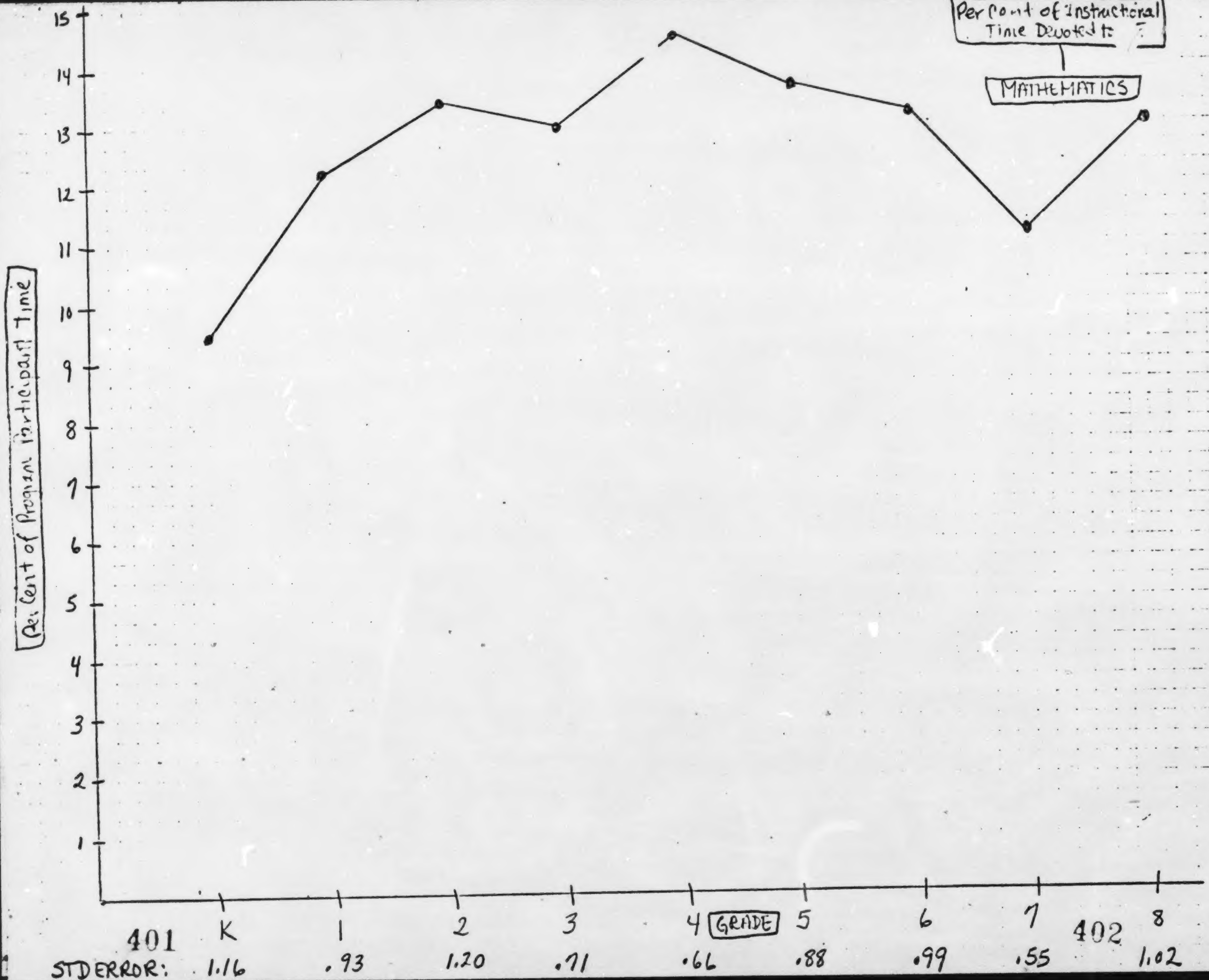

MINUTES /WEEK/ CE CHI
LANGUAGE ARTS PROGRAMS WITHOUT READING
MINUTES
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
(24.43)
K
1
2
3
4
GRADE
5
6
7
8
ungraded
STD ERROR: 11.43 2.45 2.13 1.20 5.92 5.14 3.12 1.80 2.09 1.86

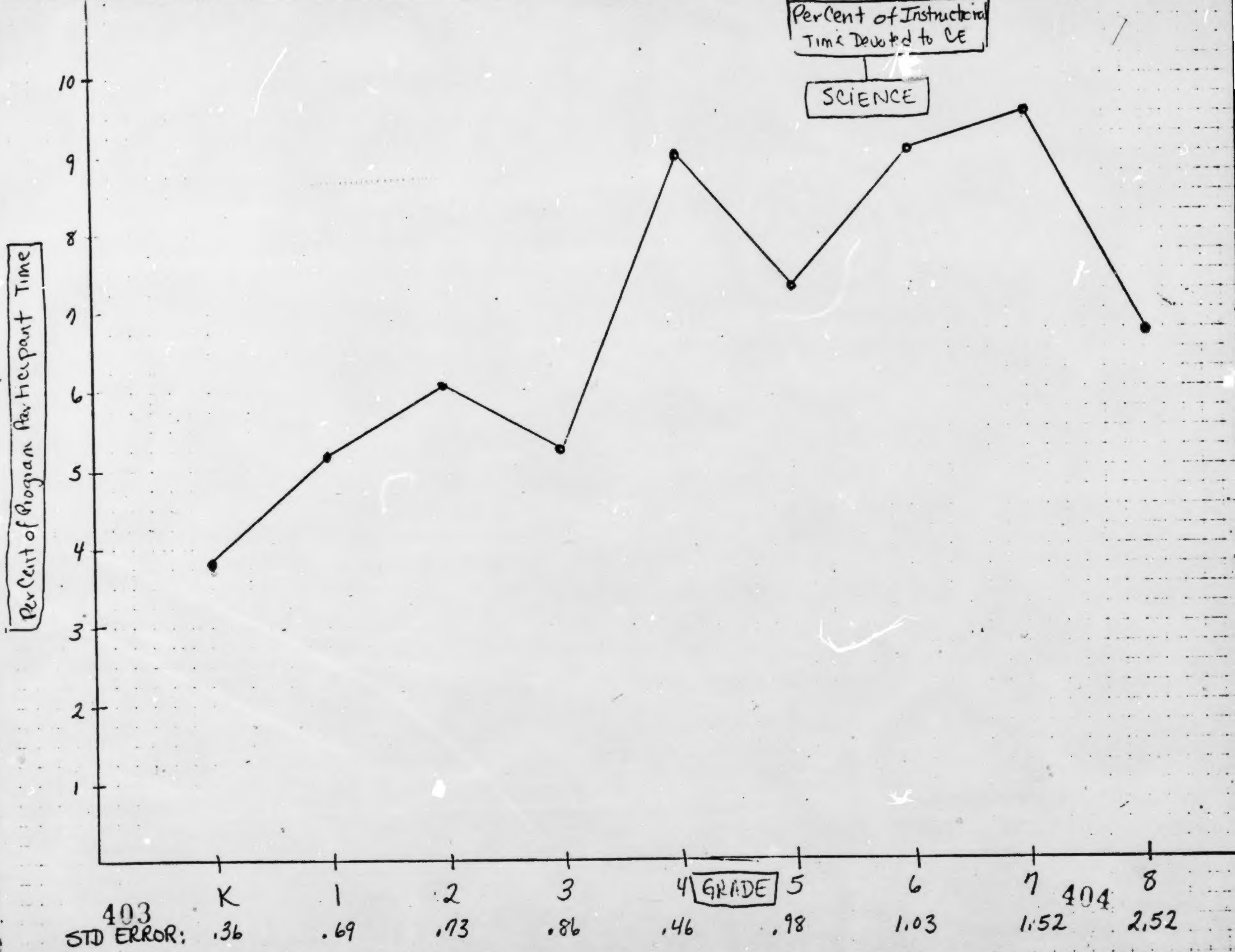

Percent of Instructional Time Devoted to CE
READING
Percent of Participant Student Time
20
19
18
17
16
15
14
13
12
11
10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
4.67
1.53
.82
.96
.91
.70
.89
.67
.83

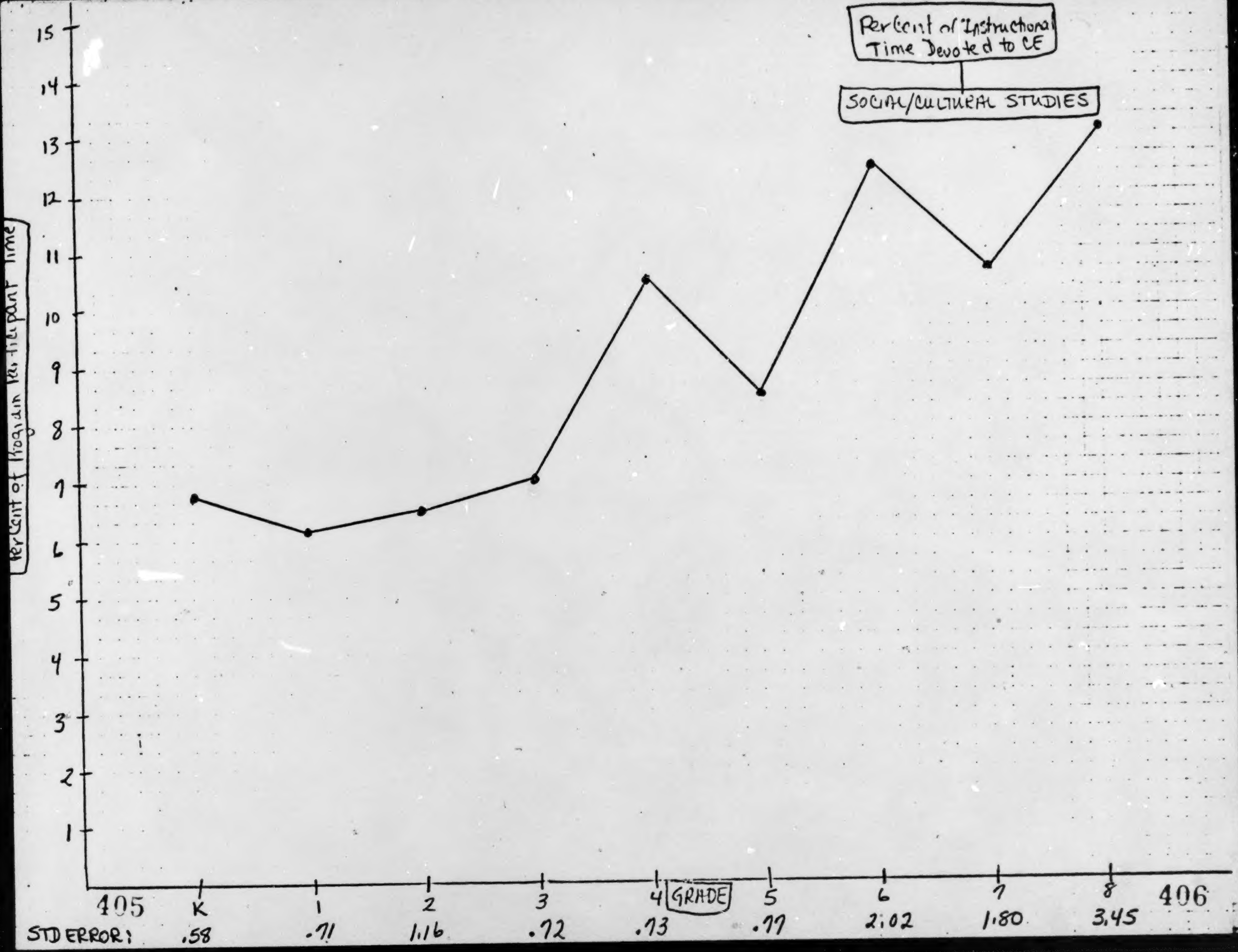

Per Cent of Instructional Time Devoted to CE
READING / LANG ARTS WITH READING
Per Cent of Program Participant Time
20
19
18
17
16
15
14
13
12
11
10
K
1
2
3
4
5
6
7
8
STD ERROR:
2.16
1.38
1.23
.90
1.13
1.04
.97
.73
.65

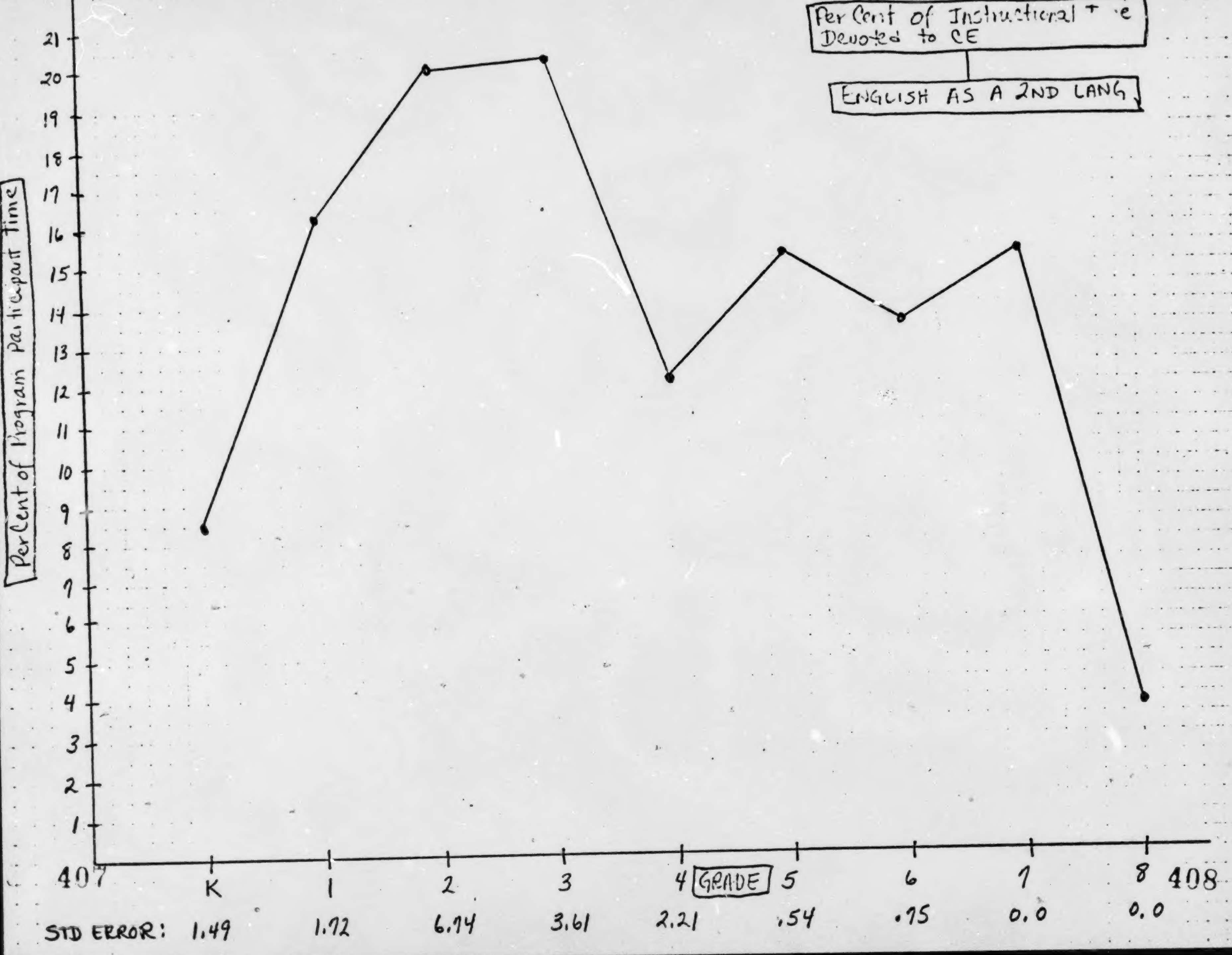

Per Cent of Instructional Time Devoted to CE
LANG ARTS WITHOUT READING
Per Cent of Program Participant Time
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
4.95
.87
1.14
1.31
3.01
1.13
1.70
4.87
2.86

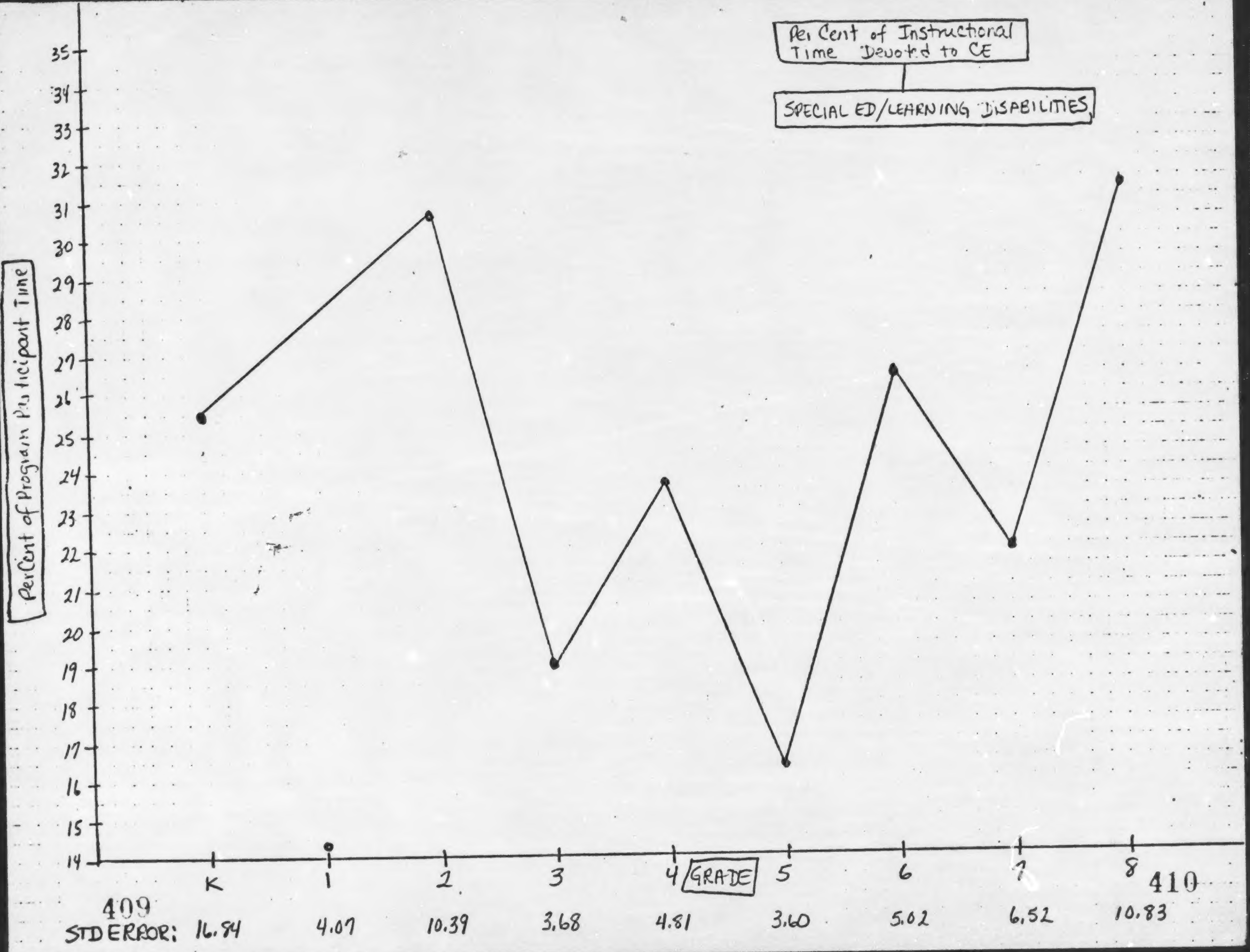

Percent of Instructional Time Devoted to CE
LANG ARTS / Communication skills
Percent of Program Participant Time
20
19
18
17
16
15
14
13
12
11
10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
2.33
1.75
2.49
1.58
1.91
1.77
1.25
1.54
1.42

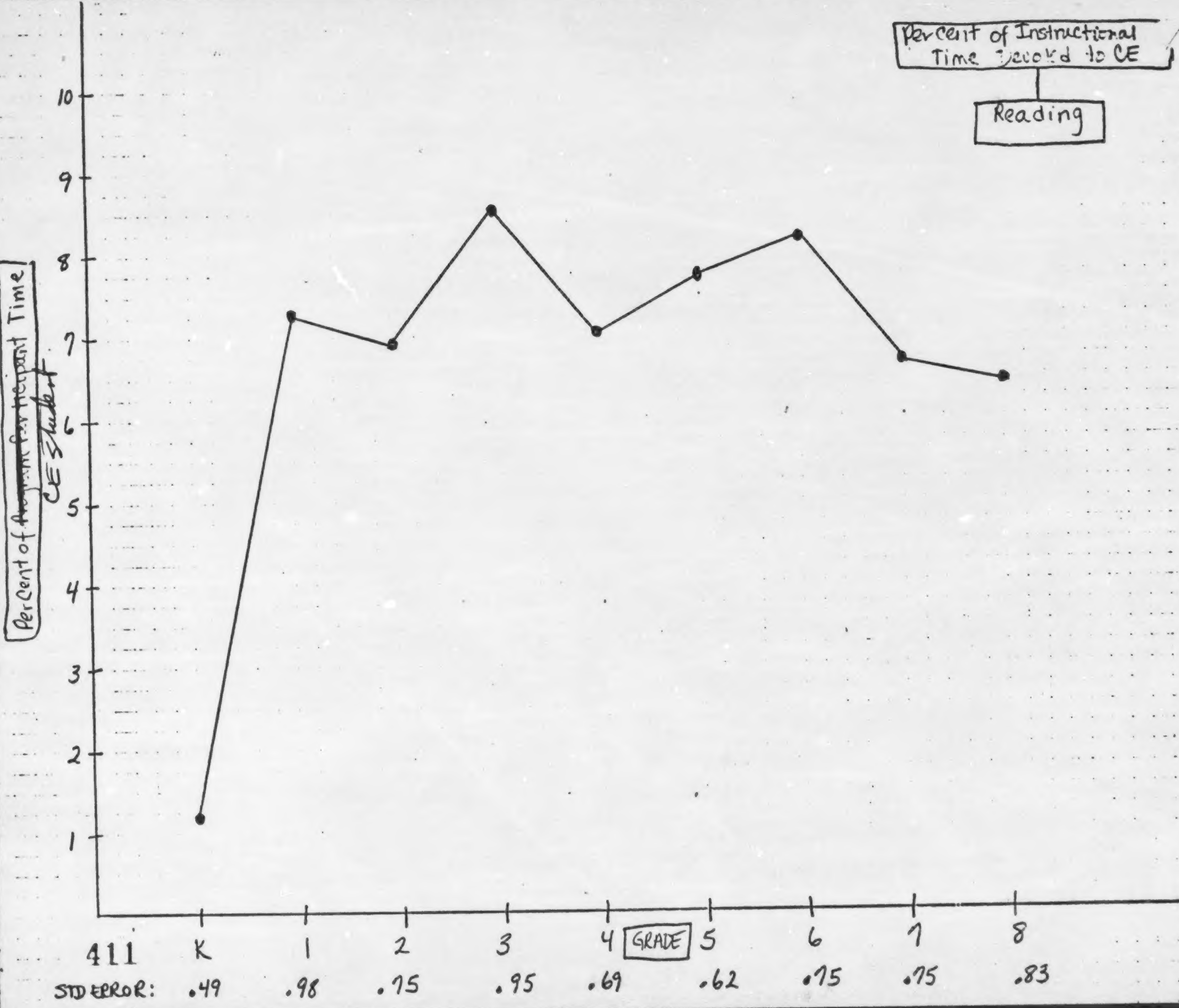

Per Cent of Instructional Time Devoted to:
MATHEMATICS
Per Cent of Program Participant Time
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
1.16
.93
1.20
.71
.66
.88
.99
.55
1.02

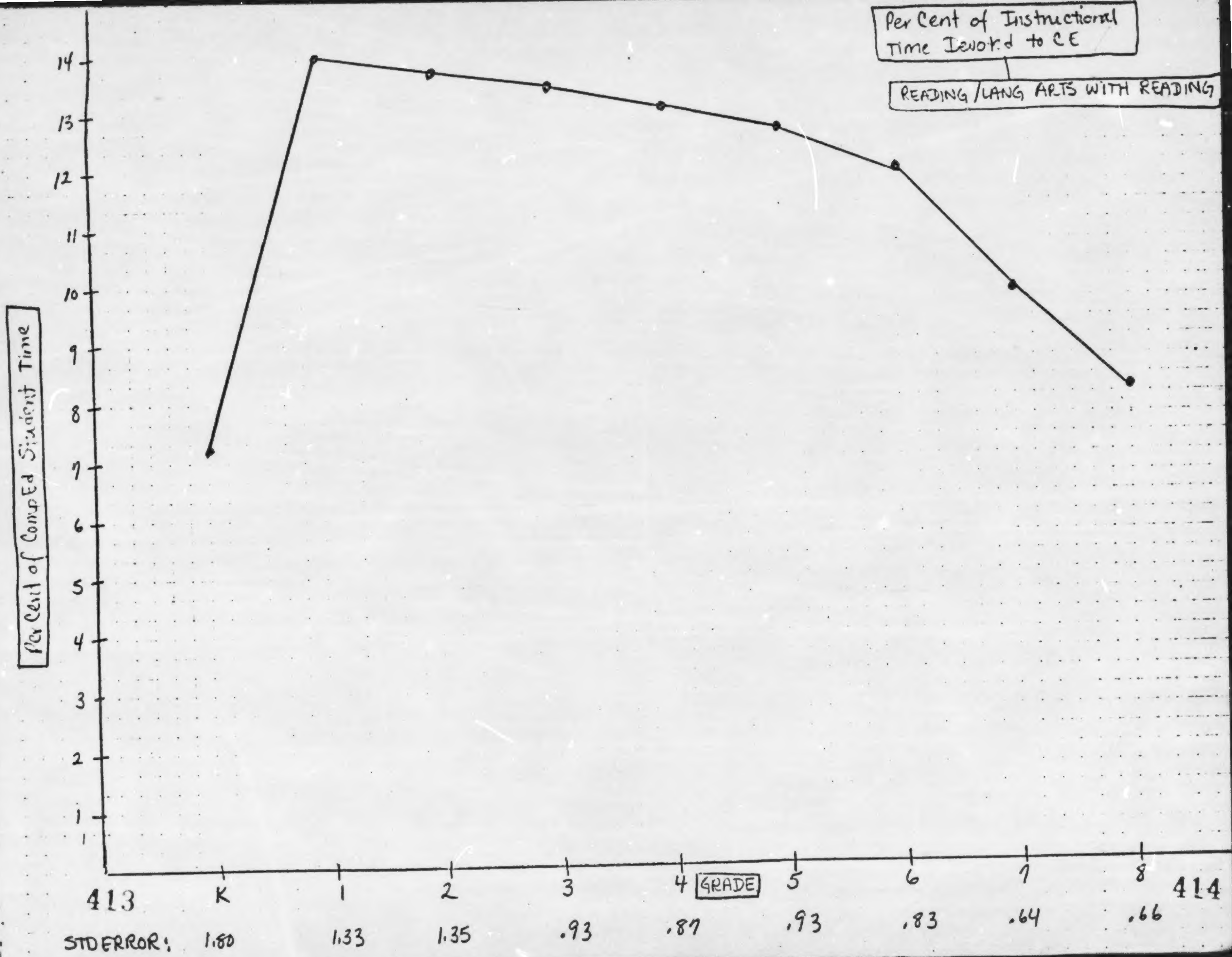

Per Cent of Instructional Time Devoted to CE
SCIENCE
Per Cent of Program Participant Time
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.36
.69
.73
.86
.46
.98
1.03
1.52
2.52

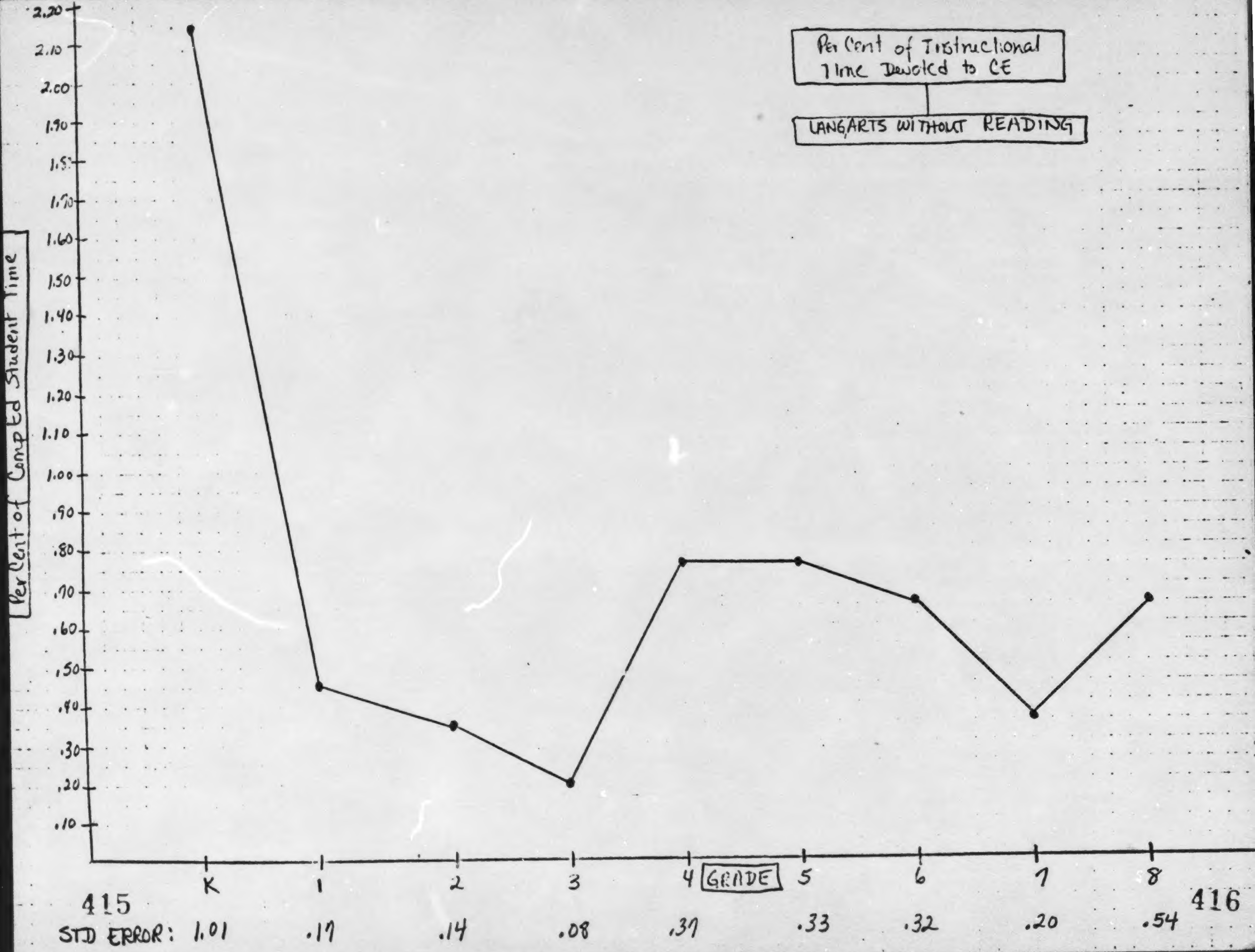

Percent of Instructional Time Devoted to CE
SOCIAL/CULTURAL STUDIES
Percent of Program Participant Time
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.58
.71
1.16
.72
.73
.77
2.02
1.80
3.45

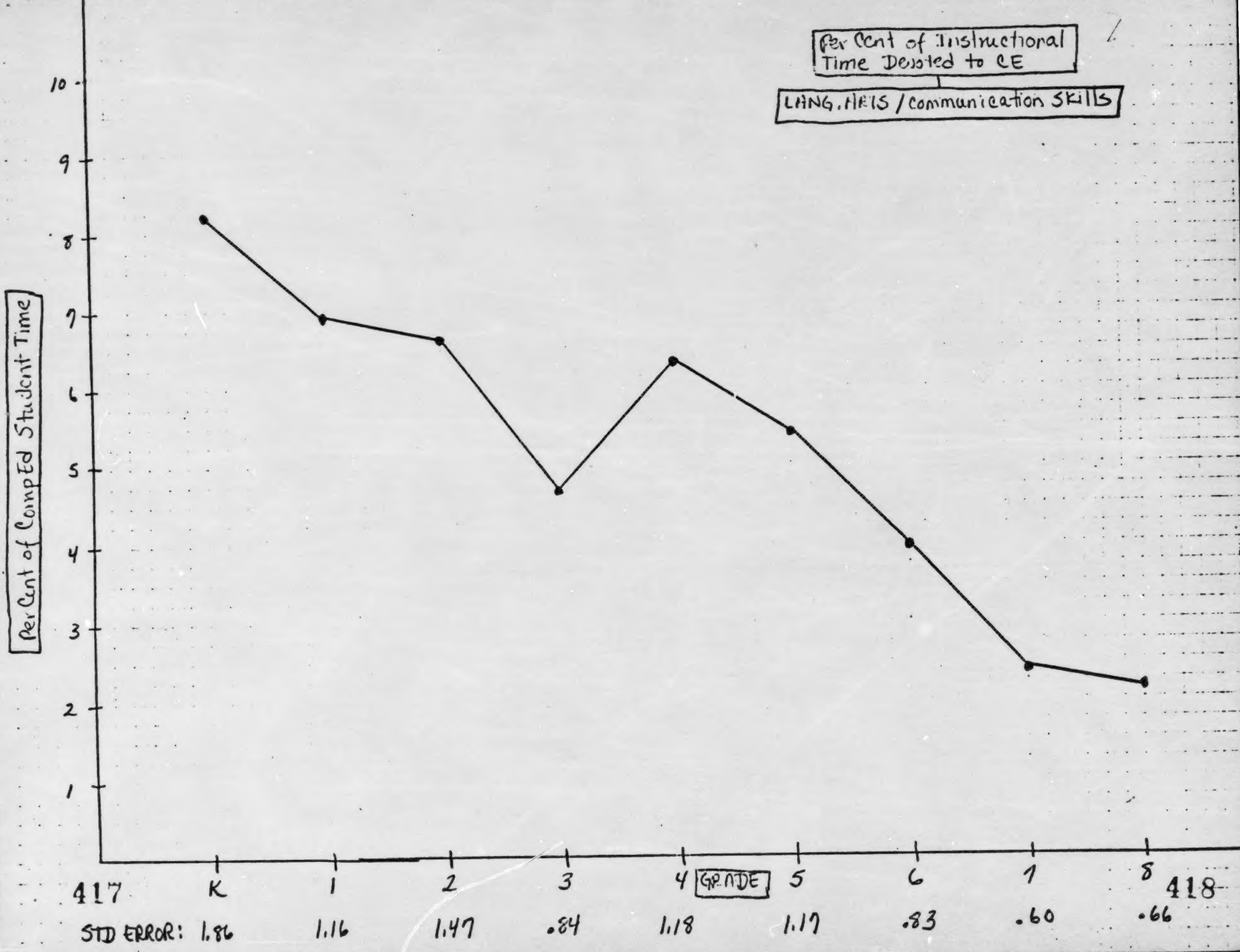

Per Cent of Instructional T e
Devoted to CE
ENGLISH AS A 2ND LANG
Per Cent of Program Participant Time
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR: 1.49
1.72
6.74
3.61
2.21
.54
.75
0.0
0.0

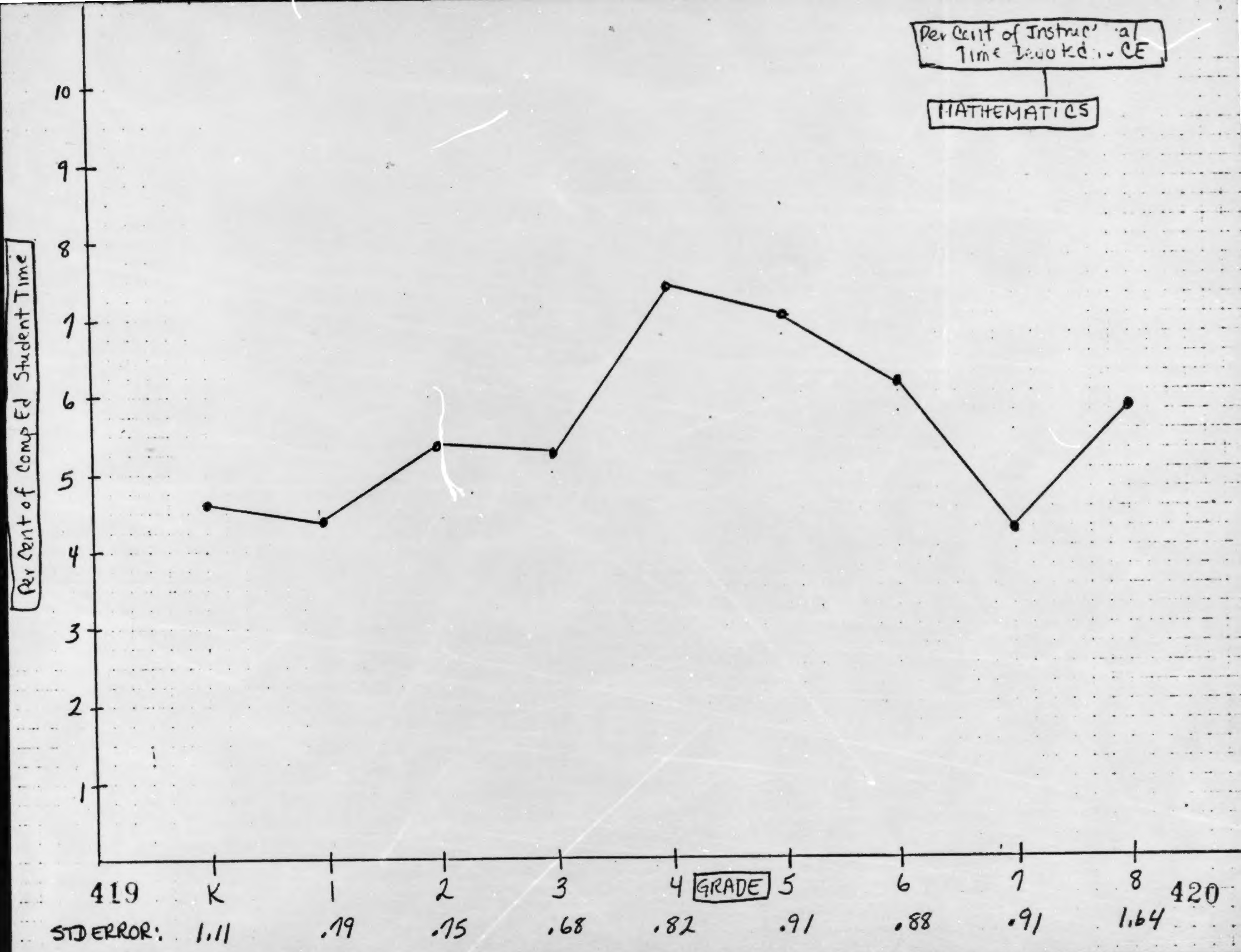

Per Cent of Instructional Time Devoted to CE
SPECIAL ED/LEARNING DISABILITIES
PerCent of Program Participant Time
35
34
33
32
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR: 16.84
4.07
10.39
3.68
4.81
3.60
5.02
6.52
10.83

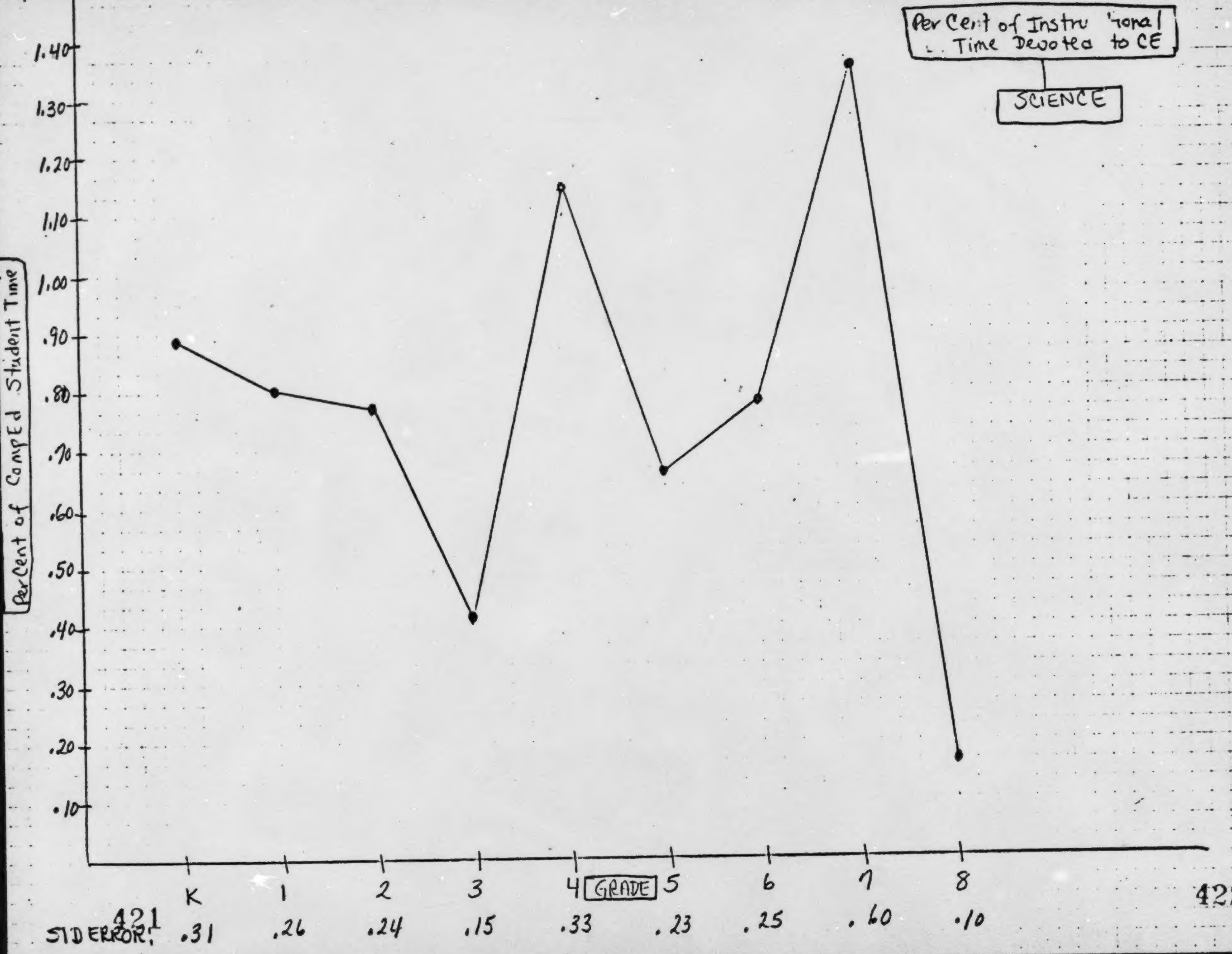

Percent of Instructional Time Devoted to CE
Reading
Percent of ~~Assignment Participant~~ CE Student Time
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.49
.98
.75
.95
.69
.62
.75
.75
.83

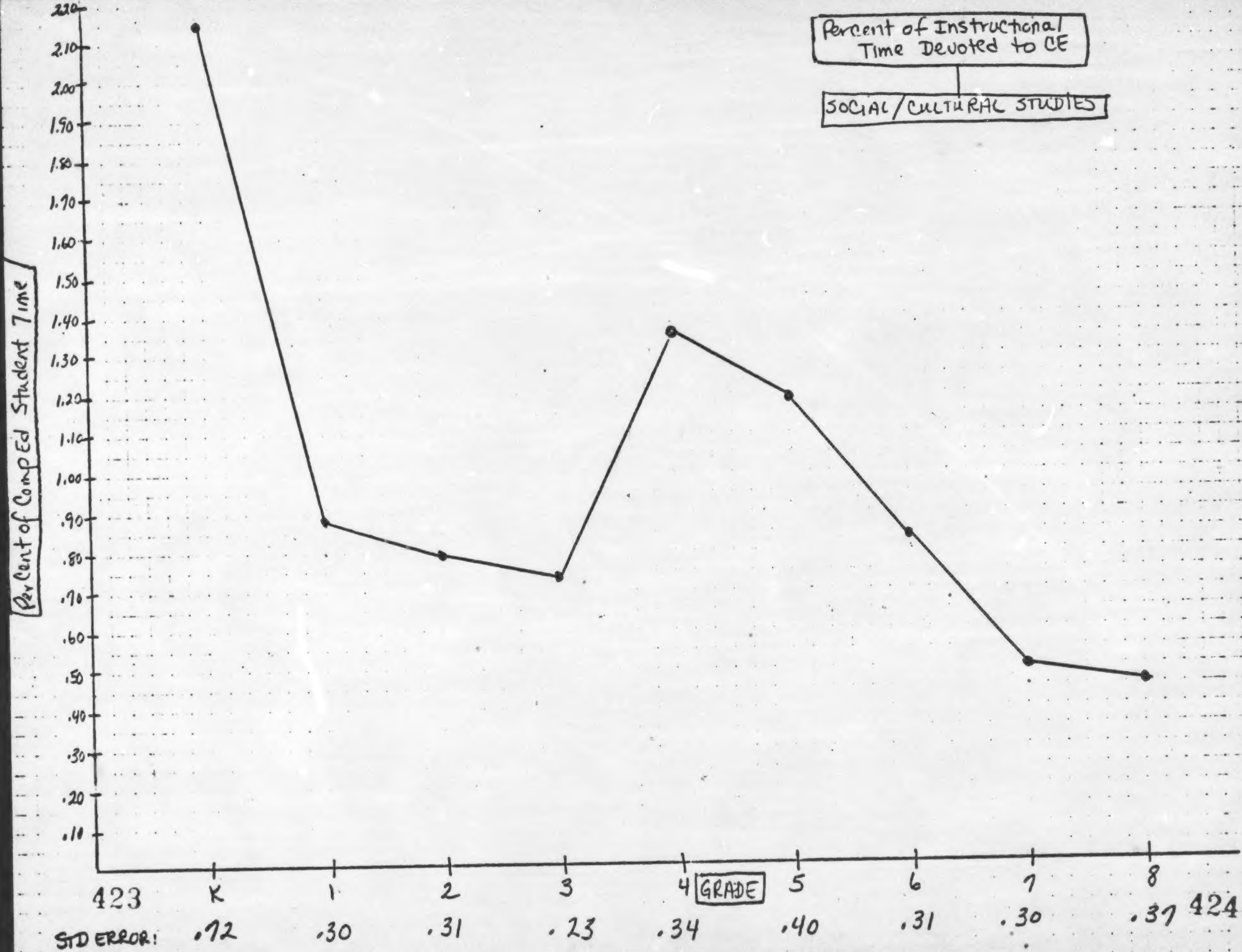

Per Cent of Instructional Time Devoted to CE
READING / LANG ARTS WITH READING
Per Cent of CompEd Student Time
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
1.80
1.33
1.35
.93
.87
.93
.83
.64
.66

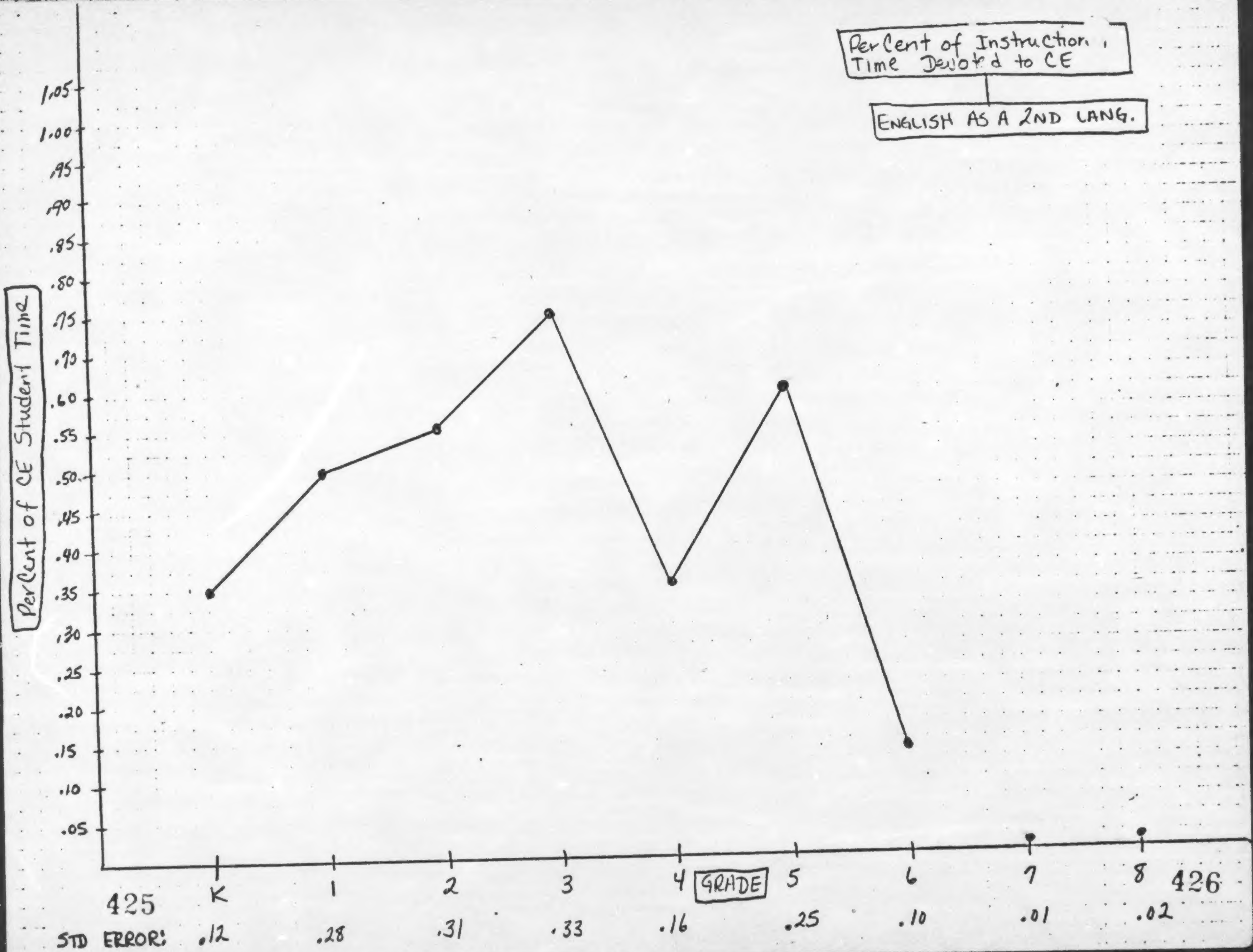

Per Cent of Instructional Time Devoted to CE
LANG ARTS WITHOUT READING
Per Cent of Comp Ed Student Time
2.20
2.10
2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR: 1.01
.17
.14
.08
.37
.33
.32
.20
.54

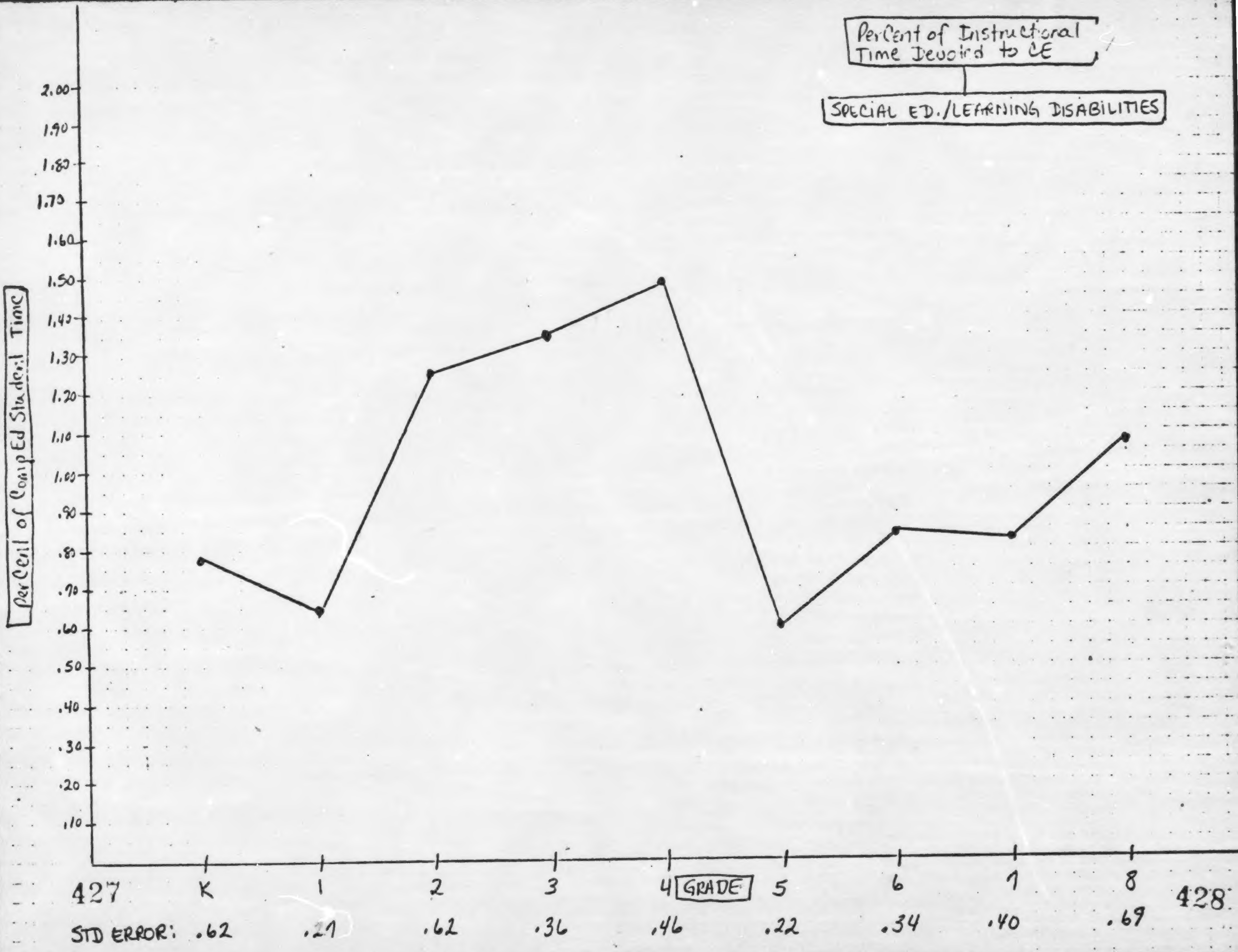

Per Cent of Instructional Time Devoted to CE
LANG. ARTS / Communication Skills
Per Cent of CompEd Student Time
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR: 1.86
1.16
1.47
.84
1.18
1.17
.83
.60
.66

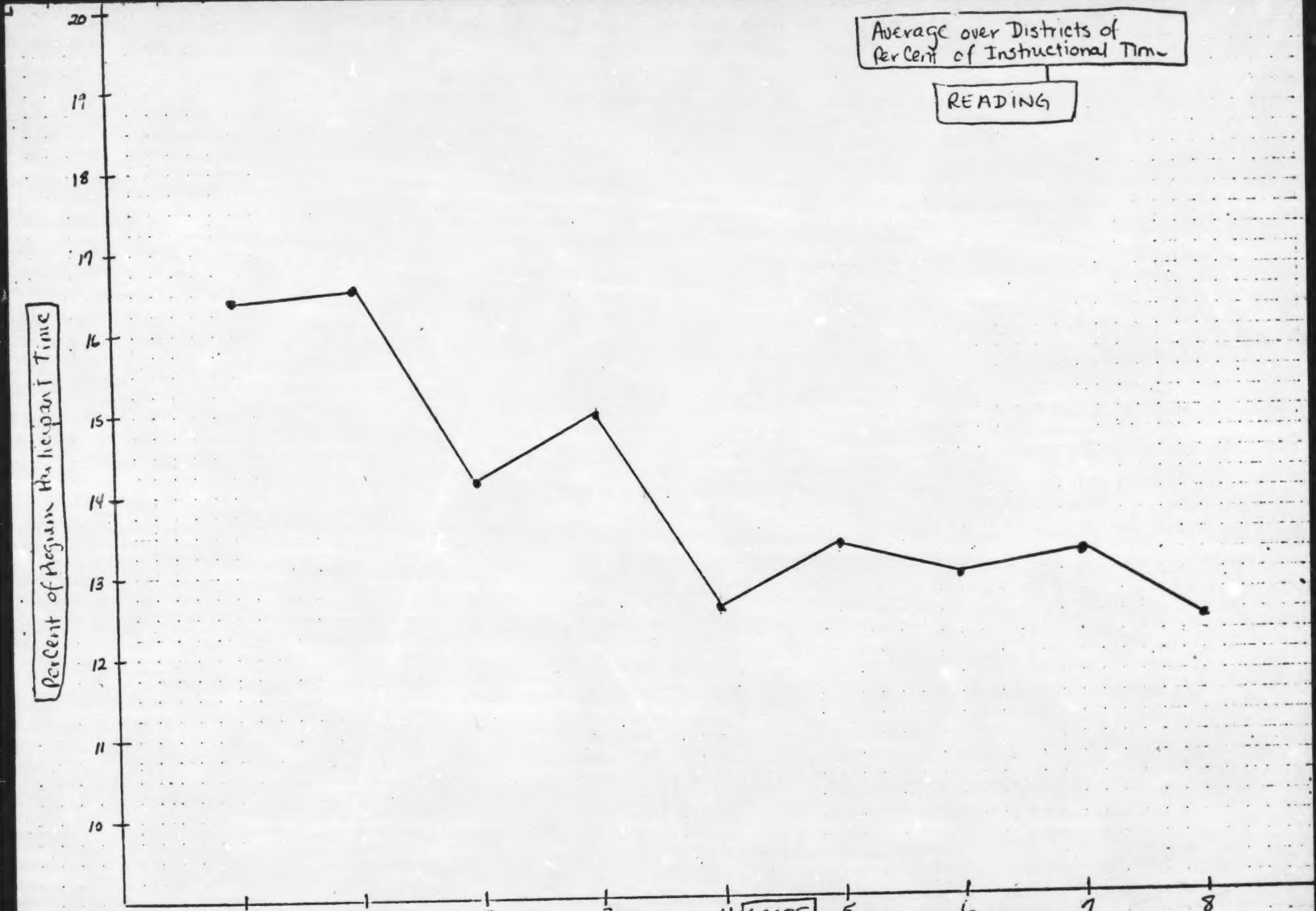

Per Cent of Instructional Time Devoted to CE
MATHEMATICS
Per Cent of Comp Ed Student Time
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
1.11
.19
.15
.68
.82
.91
.88
.91
1.64


Per Cent of Instructional Time Devoted to CE
SCIENCE
Per Cent of CompEd Student Time
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR: .31 .26 .24 .15 .33 .23 .25 .60 .10

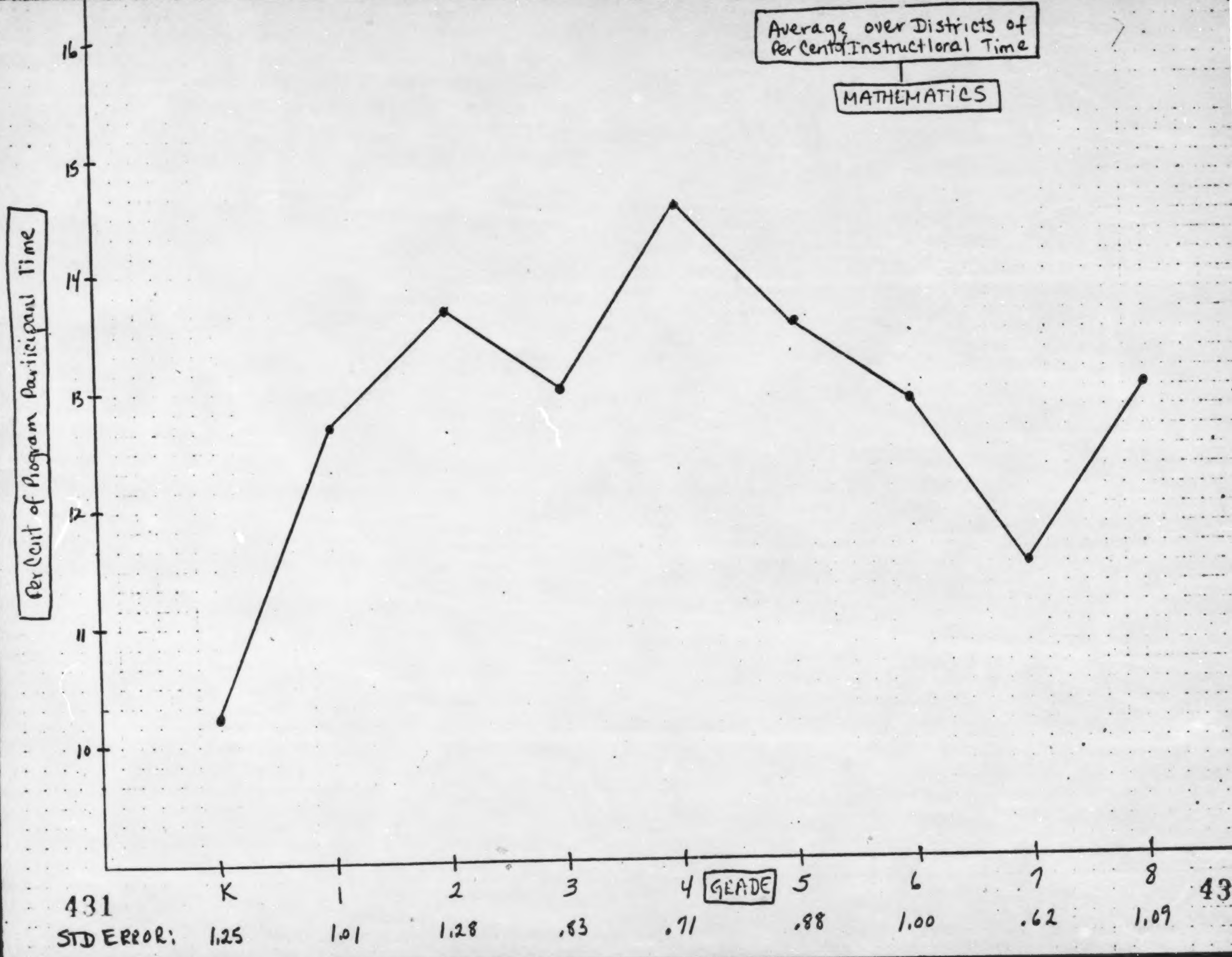

Percent of Instructional Time Devoted to CE
SOCIAL/CULTURAL STUDIES
Per Cent of CompEd Student Time
2.20
2.10
2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.72
.30
.31
.23
.34
.40
.31
.30
.37

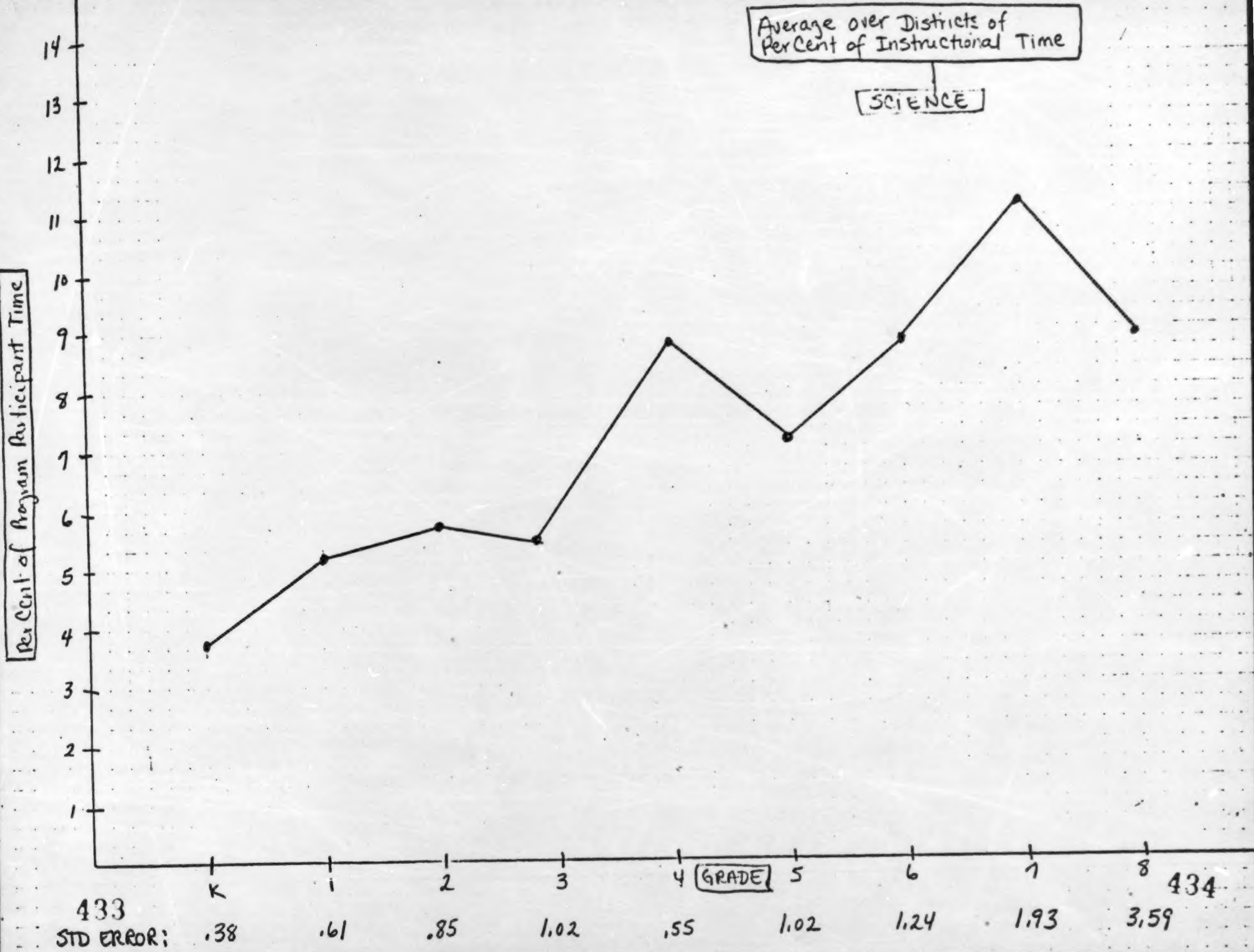

Percent of Instruction Time Devoted to CE
ENGLISH AS A 2ND LANG.
Percent of CE Student Time
1.05
1.00
.95
.90
.85
.80
.75
.70
.60
.55
.50
.45
.40
.35
.30
.25
.20
.15
.10
.05
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.12
.28
.31
.33
.16
.25
.10
.01
.02

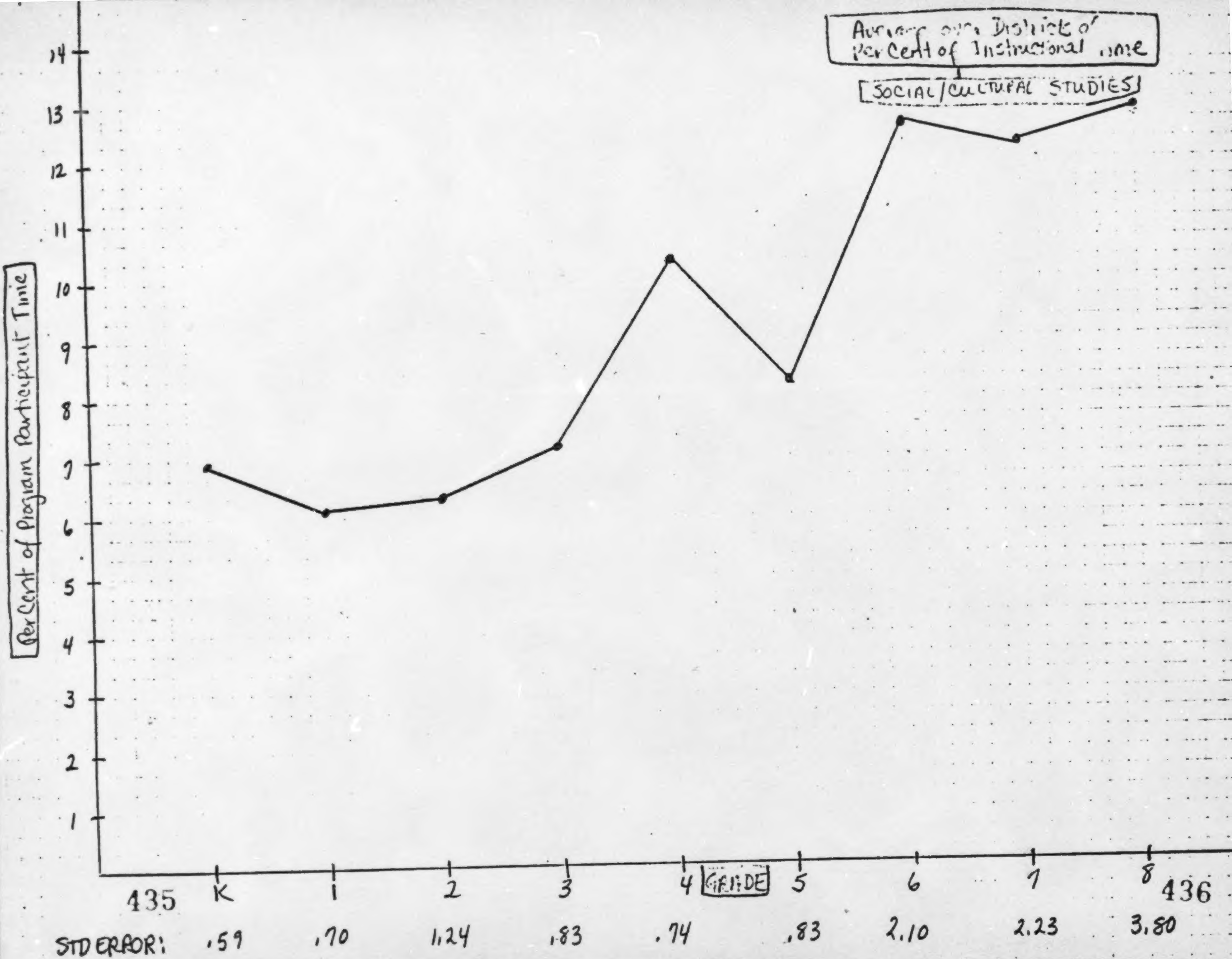

Percent of Instructional Time Devoted to CE
SPECIAL ED./LEARNING DISABILITIES
Percent of Comp Ed Student Time
2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR: .62
.27
.62
.36
.46
.22
.34
.40
.69

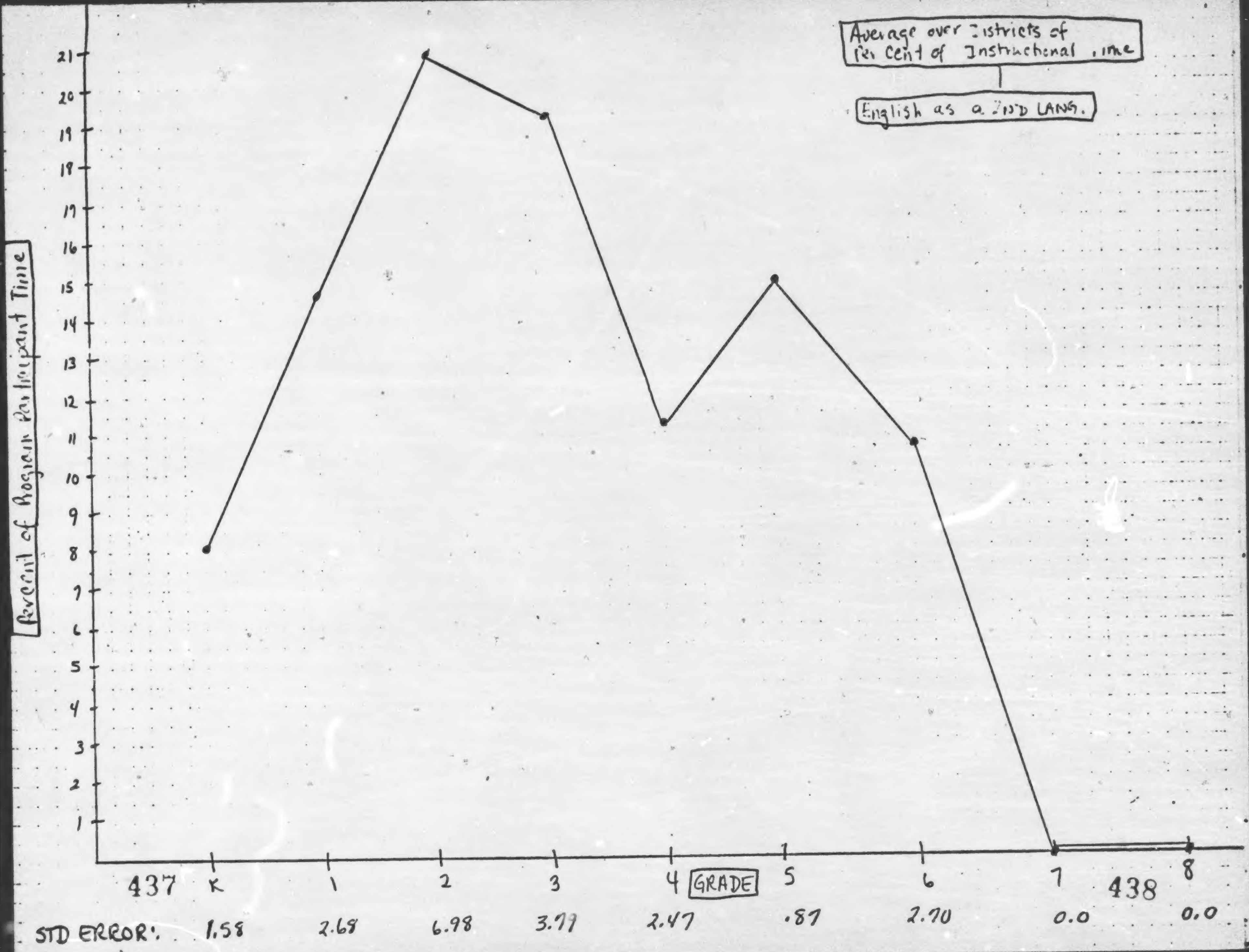


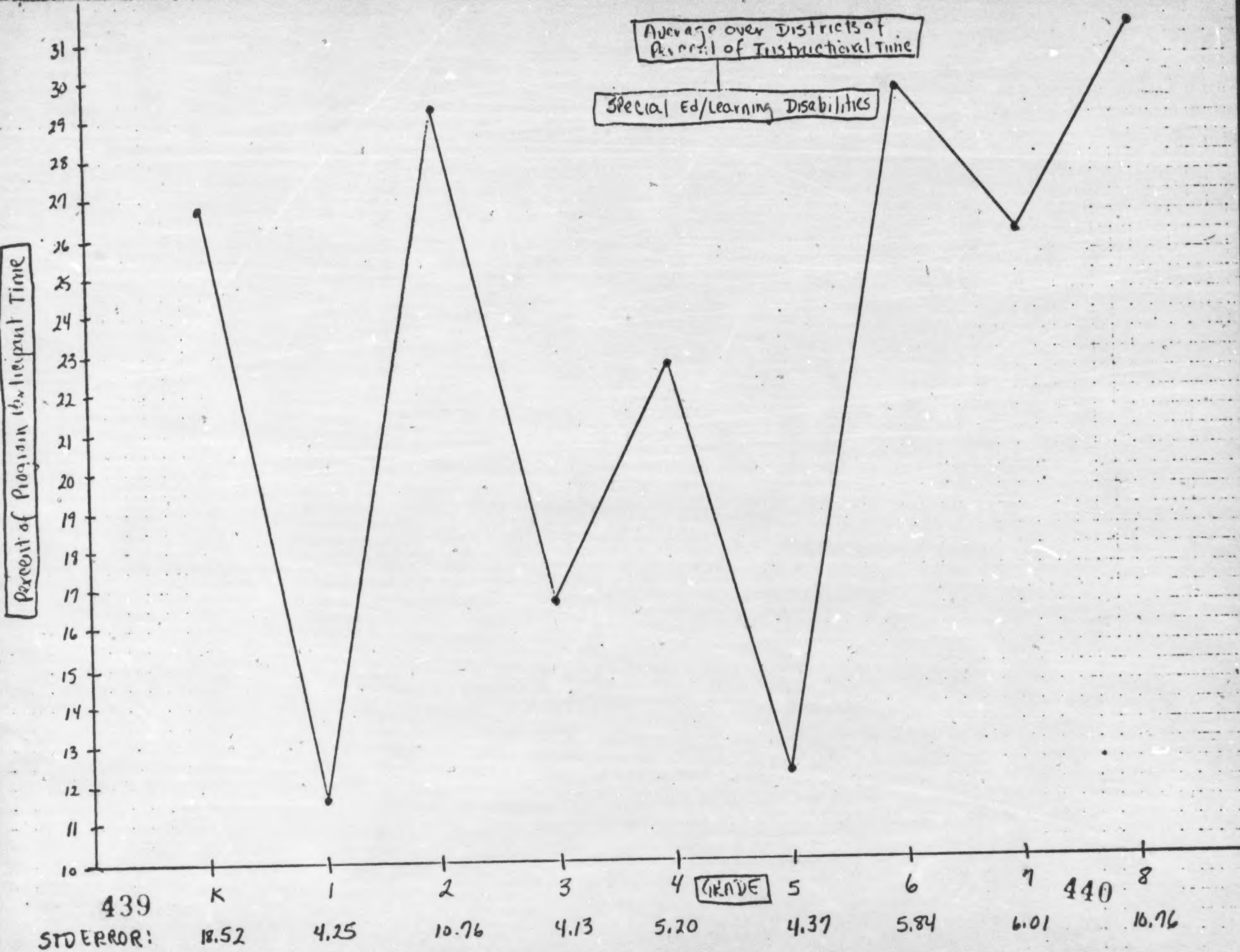
STD ERROR:	6.82	1.58	.86	1.16	1.01	.80	.94	.62	.87

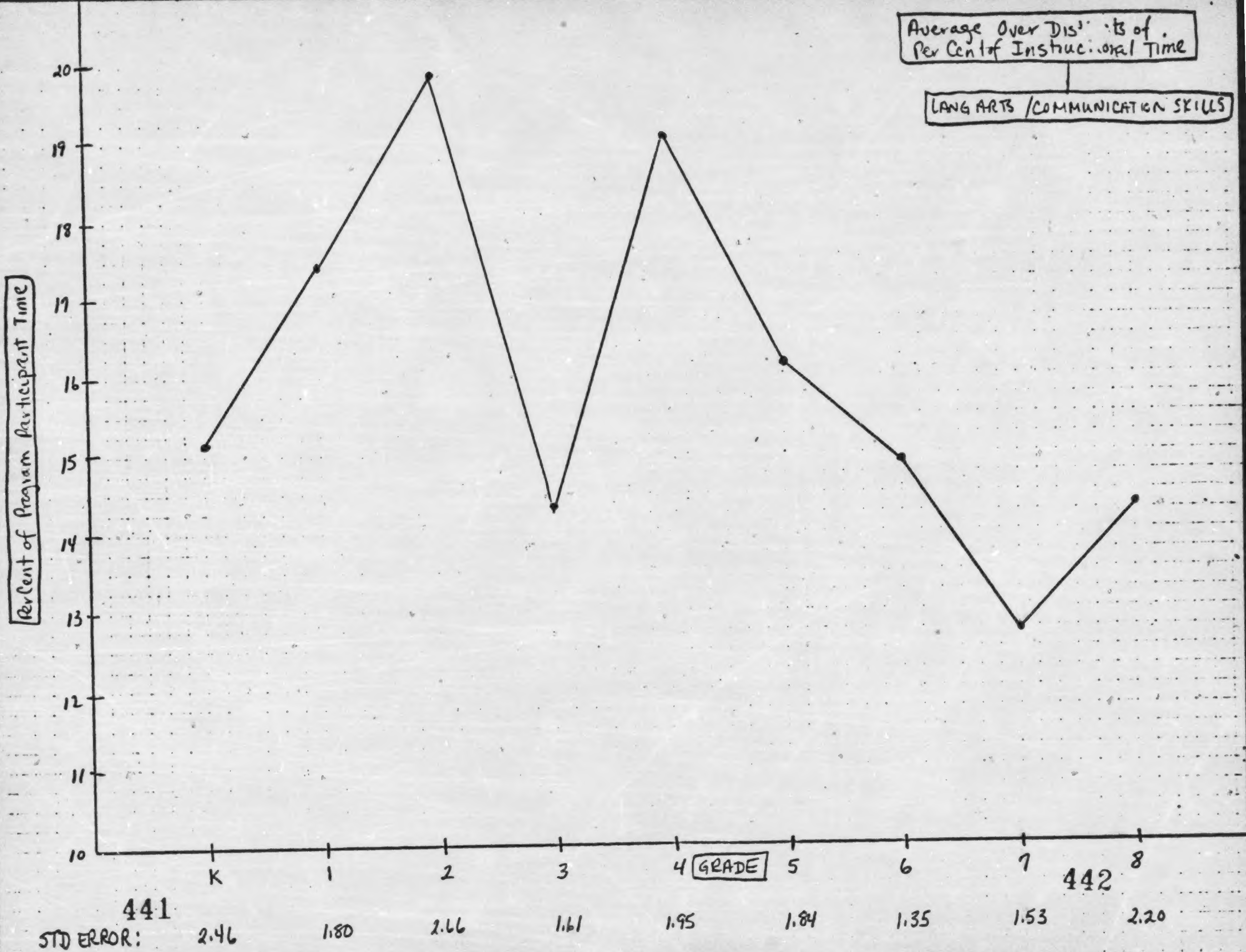

Average over Districts of
Per Cent of Instructional Time
MATHEMATICS
Per Cent of Program Participant Time
16
15
14
13
12
11
10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
1.25
1.01
1.28
.83
.71
.88
1.00
.62
1.09

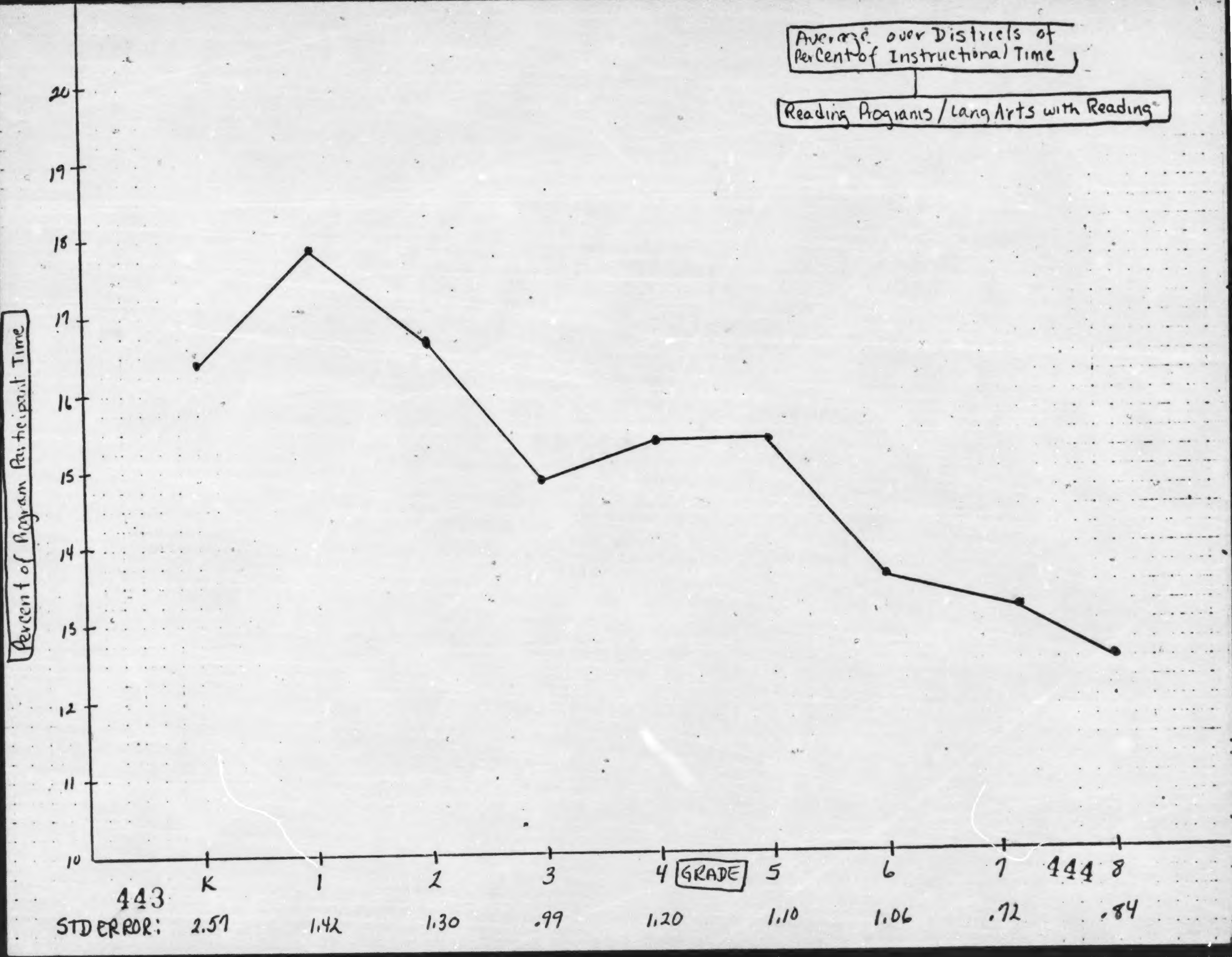

Average over Districts of Per Cent of Instructional Time
SCIENCE
Per Cent of Program Participant Time
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.38
.61
.85
1.02
.55
1.02
1.24
1.93
3.59

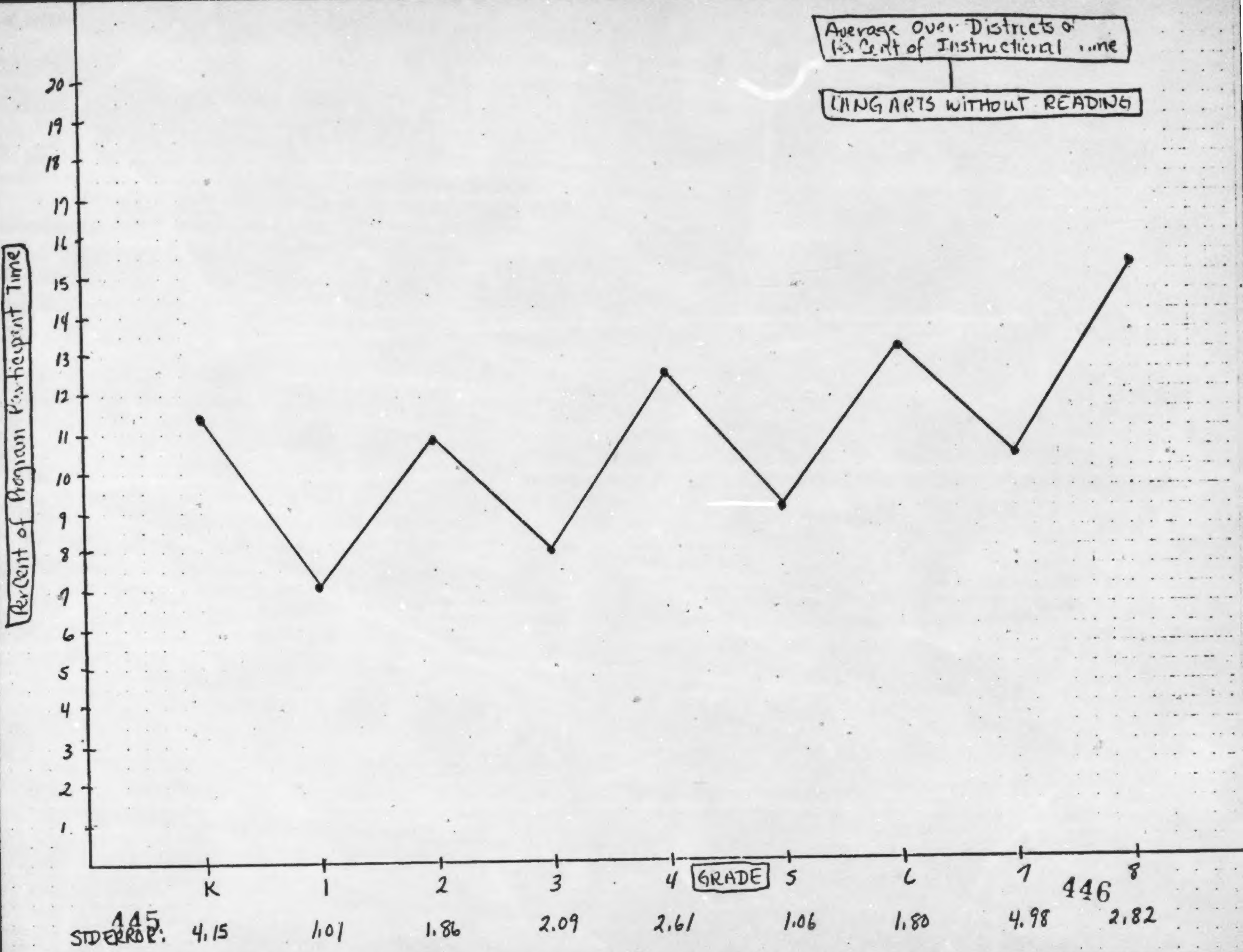
Average over Districts of
Per Cent of Instructional Time
SOCIAL/CULTURAL STUDIES
Per Cent of Program Participant Time
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.59
.70
1.24
.83
.74
.83
2.10
2.23
3.80

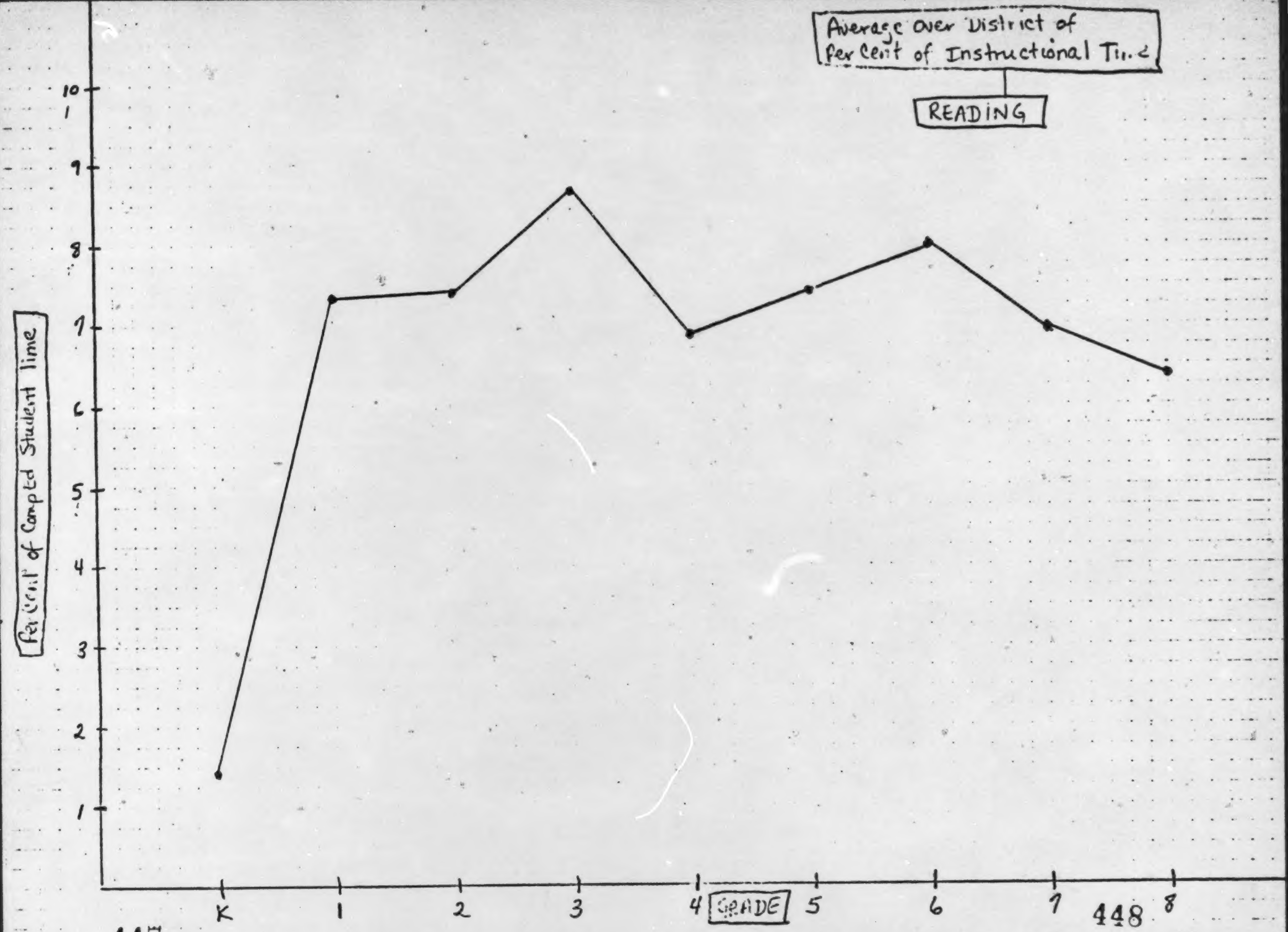

Average over Districts of
Per Cent of Instructional Time
English as a 2ND LANG.
Percent of Program Participant Time
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
1.58
2.68
6.98
3.79
2.47
.87
2.70
0.0
0.0


Average over Districts of Percent of Instructional Time
Special Ed/Learning Disabilities
Percent of Program Participant Time
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
18.52
4.25
10.76
4.13
5.20
4.37
5.84
6.01
10.76

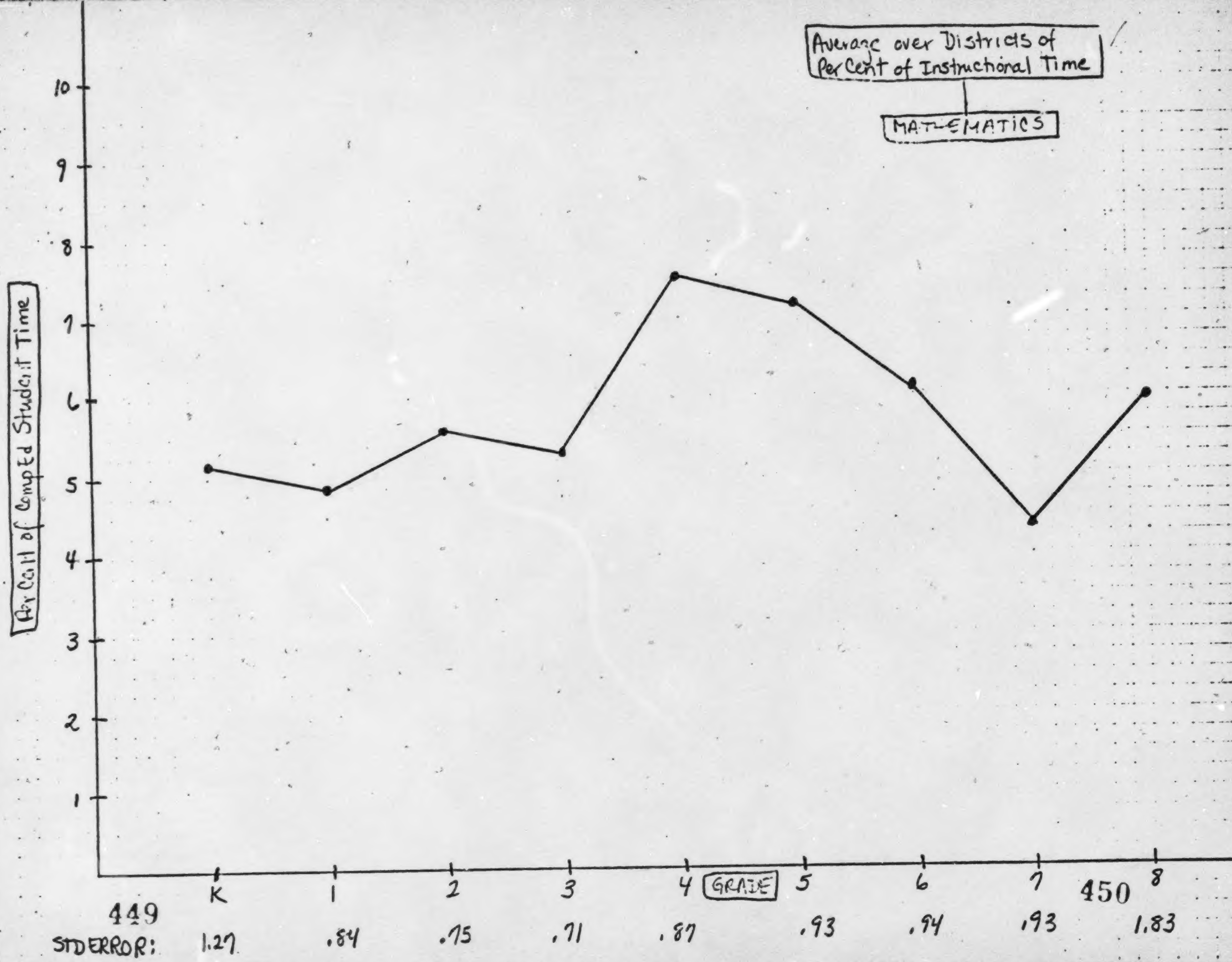

Average Over Districts of
Per Cent of Instructional Time
LANG ARTS /COMMUNICATION SKILLS
PerCent of Program Participant Time
20
19
18
17
16
15
14
13
12
11
10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
2.46
1.80
2.66
1.61
1.95
1.84
1.35
1.53
2.20

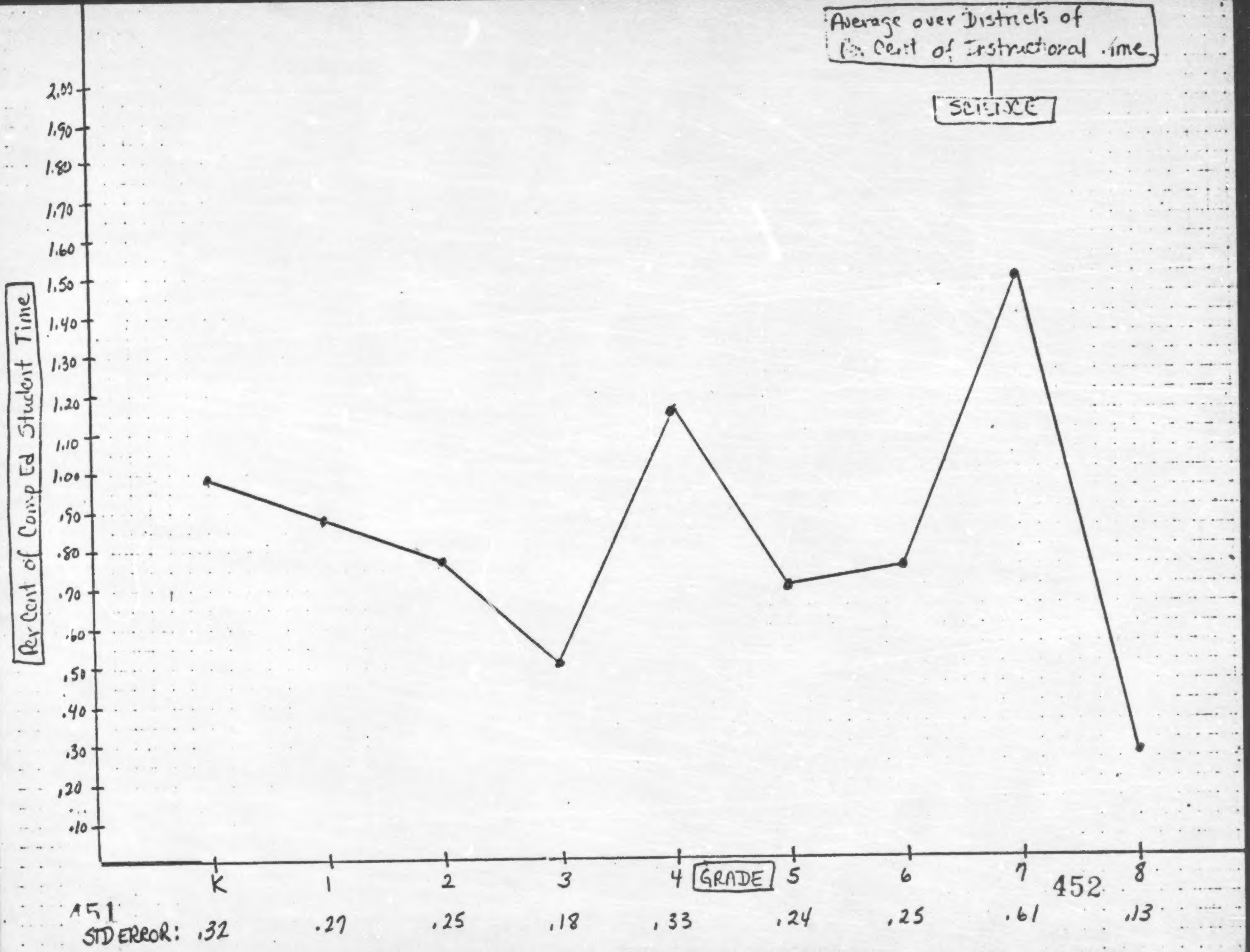

Average over Districts of Percent of Instructional Time
Reading Programs / Lang Arts with Reading
Percent of Program Participant Time
20
19
18
17
16
15
14
13
12
11
10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
2.57
1.42
1.30
.99
1.20
1.10
1.06
.72
.84

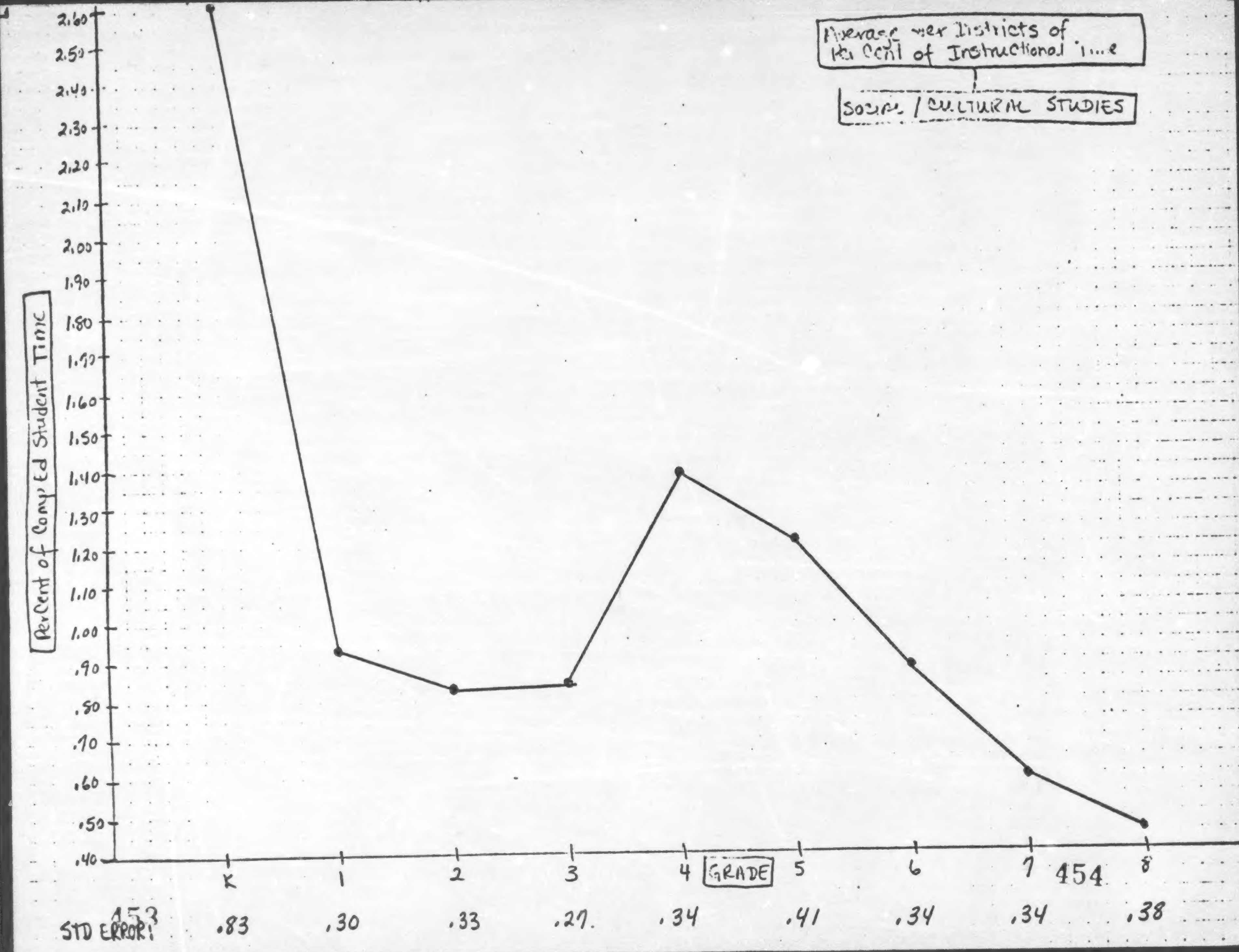

Average Over Districts of
Per Cent of Instructional Time
LANG ARTS WITHOUT READING
Percent of Program Participant Time
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR: 4.15 1.01 1.86 2.09 2.61 1.06 1.80 4.98 2.82

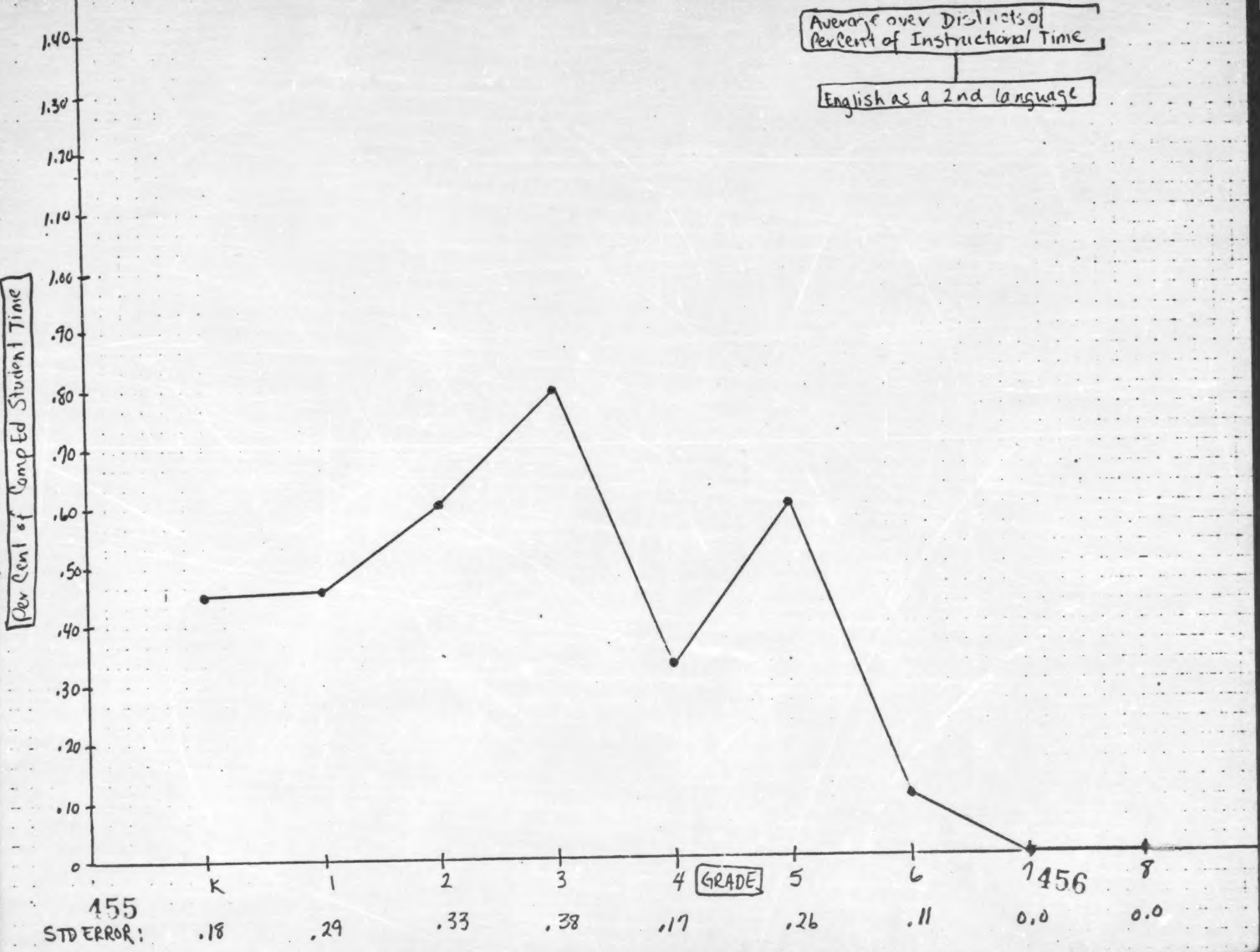


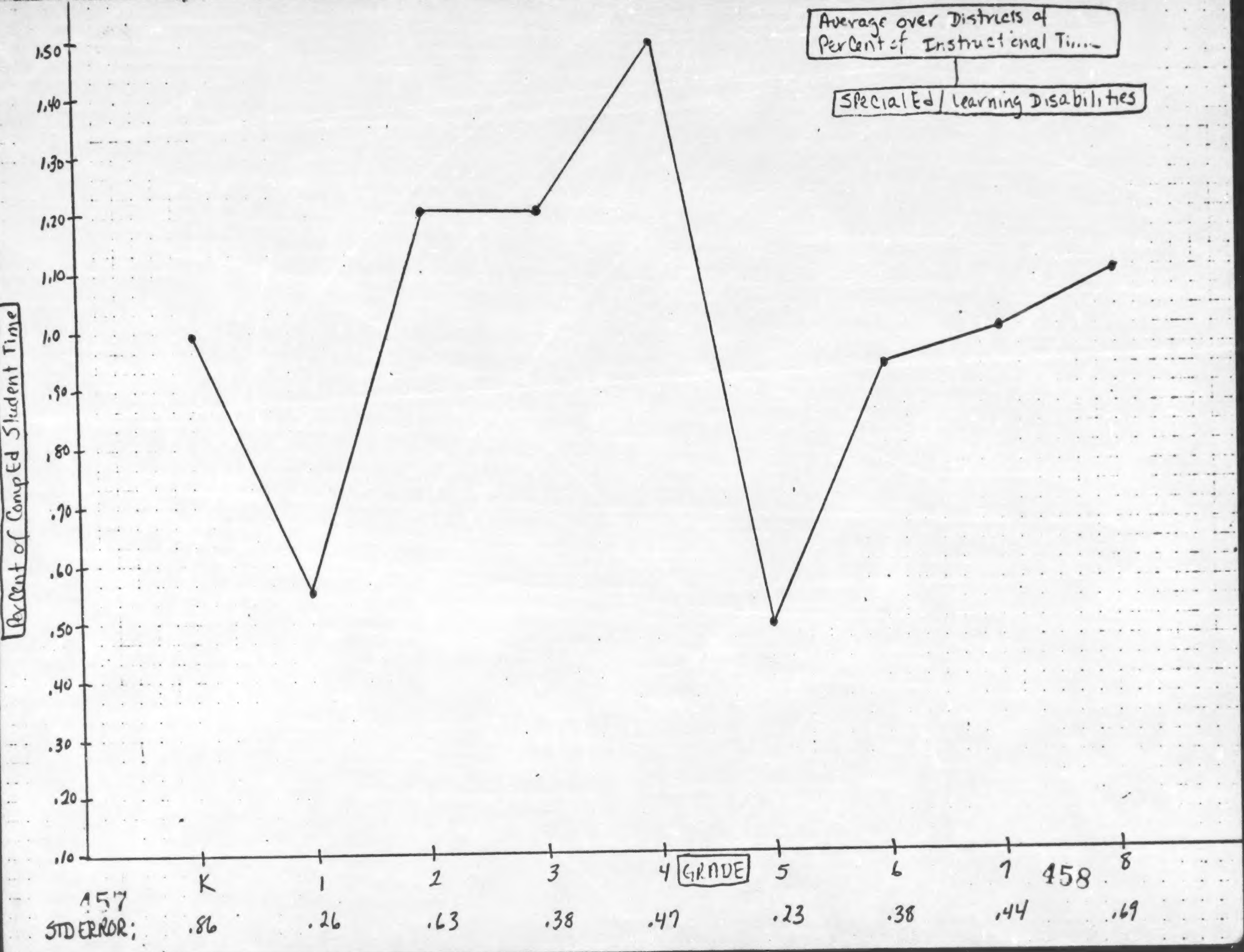
STD ERROR: .67 .97 .79 1.04 .71 .64 .74 .78 .77

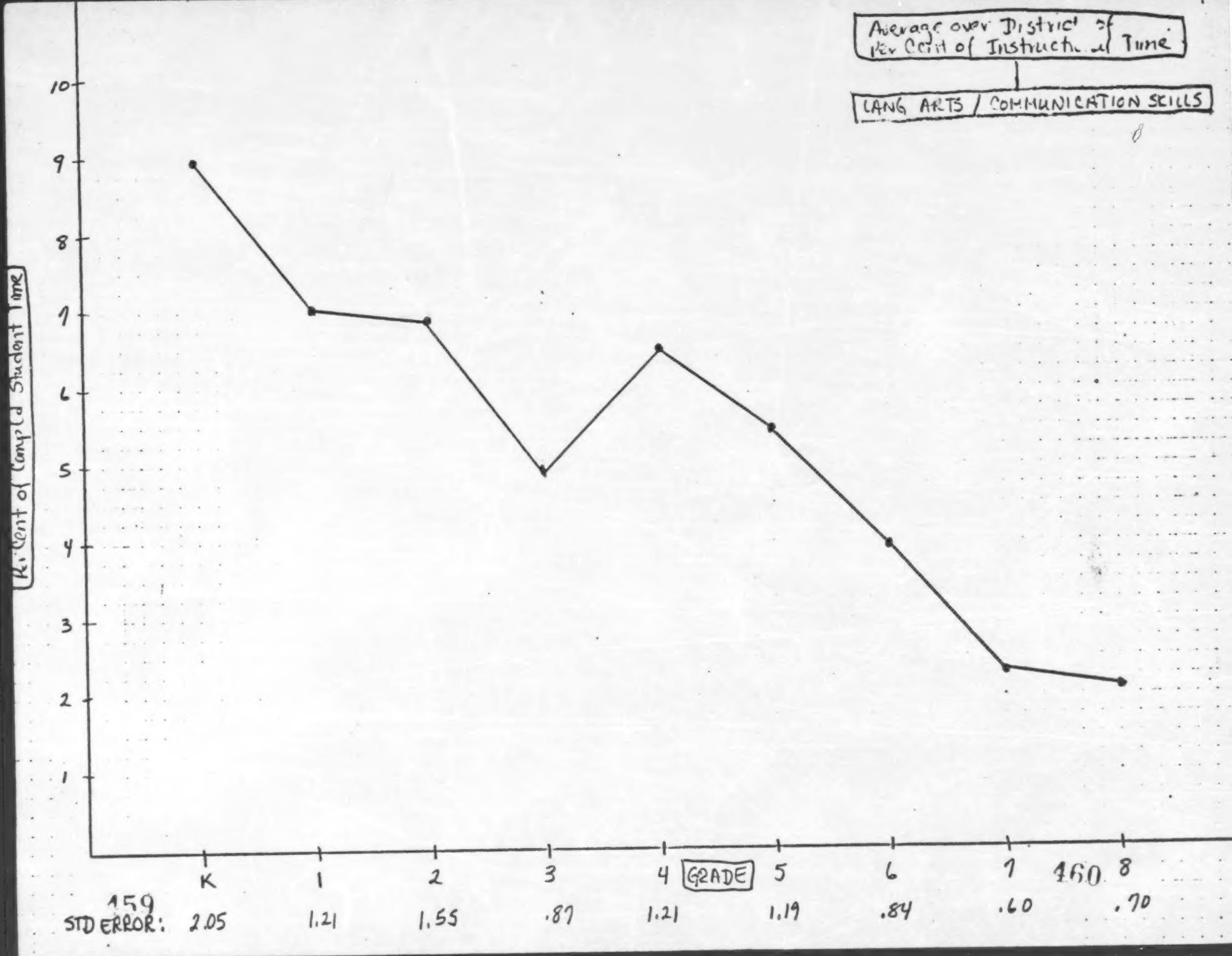

Average over Districts of
Per Cent of Instructional Time
MATHEMATICS
Pr Cent of Compted Student Time
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
1.27
.84
.75
.71
.87
.93
.94
.93
1.83

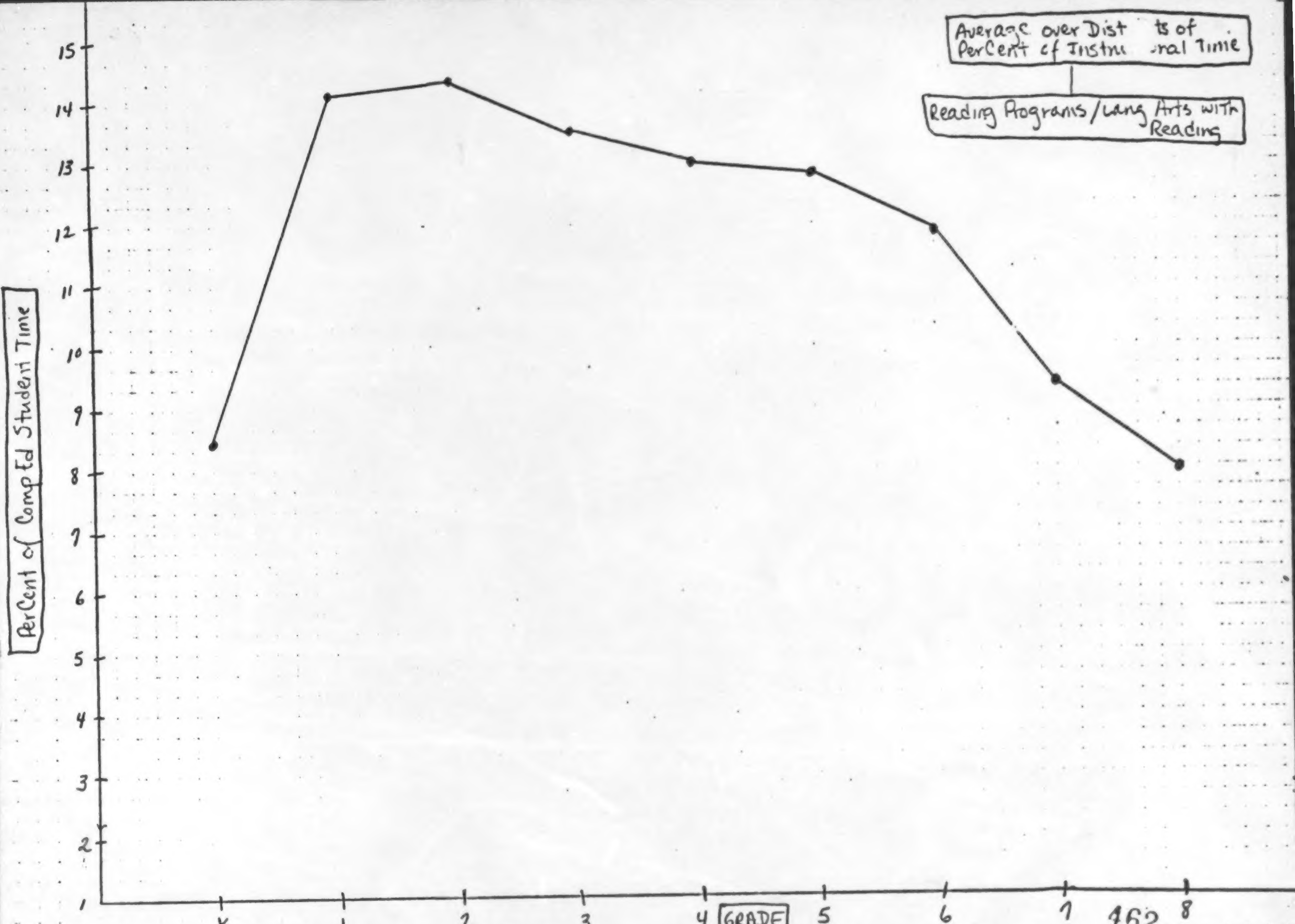

Average over Districts of
Per Cent of Instructional Time
SCIENCE
Per Cent of Comp Ed Student Time
2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
GRADE
K
1
2
3
4
5
6
7
8
STD ERROR: .32
.27
.25
.18
.33
.24
.25
.61
.13


Average over Districts of
Per Cent of Instructional Time
SOCIAL / CULTURAL STUDIES
Percent of Comp Ed Student Time
2.60
2.50
2.40
2.30
2.20
2.10
2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.83
.30
.33
.27
.34
.41
.34
.34
.38

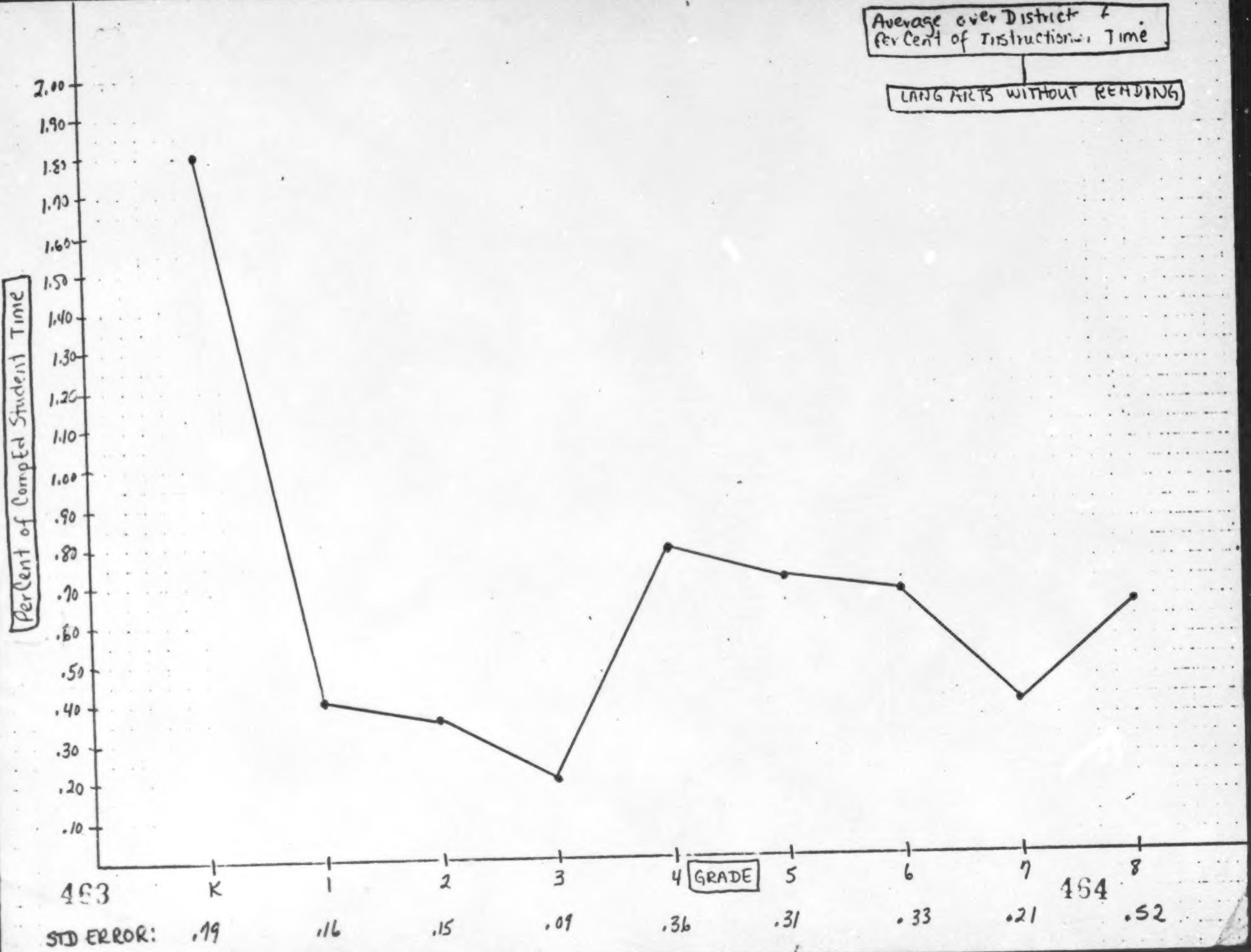

Average over Districts of
Per Cent of Instructional Time
English as a 2nd language
Per Cent of Comp Ed Student Time
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
0
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.18
.29
.33
.38
.17
.26
.11
0.0
0.0


Average over Districts of
Percent of Instructional Ti...
Special Ed / learning Disabilities
Percent of Comp Ed Student Time
1.50
1.40
1.30
1.20
1.10
1.0
.90
.80
.70
.60
.50
.40
.30
.20
.10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.86
.26
.63
.38
.47
.23
.38
.44
.69


Average over District of Per Cent of Instructional Time
LANG ARTS / COMMUNICATION SKILLS
Per Cent of Compiled Student Time
10
9
8
7
6
5
4
3
2
1
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
2.05
1.21
1.55
.87
1.21
1.19
.84
.60
.70



STDERROR: 2.14 1.37 1.39 1.03 .94 .97 .91 .60 .63


Average over District
Per Cent of Instructional Time
LANG ARTS WITHOUT READING
Per Cent of Compted Student Time
2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00
.90
.80
.70
.60
.50
.40
.30
.20
.10
K
1
2
3
4
GRADE
5
6
7
8
STD ERROR:
.19
.16
.15
.09
.36
.31
.33
.21
.52